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ABSTRACT

This three-part handbook presents 22 articles dealing with the implementation and operation of fund-raising and community support programs for two-year colleges. Part I outlines the reasons for developing sources of private funds and provides information on the establishment and use of foundations, the administrative organization of fund-raising activities, the types and sources of donations, and the methods of writing effective proposals for funds from state and/or private agencies. Part II discusses community relations activities in terms of: (1) public relations efforts, (2) the establishment of volunteer programs, (3) the development of the goodwill of community leaders, (4) the establishment and implementation of needs assessment procedures, (5) the involvement of faculty and staff in a college speakers bureau which would provide presenters for community group meetings, (6) the use of cable television in public relations, (7) the expansion of the availability of college facilities to the community, (8) the provision of information about job opportunities relative to college programs, (9) the college president's role, and (10) activities to help influence bond elections. Part III presents the alumni community as a source of financial support and includes a discussion of the planning and implementation of effective alumni telephone campaigns. (JP)

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Building Voluntary Support for the Two-year College

How-to information on fund raising, community relations, news/information, and government relations

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CASE

A CASE Handbook

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INTRODUCTION

In recent years, the nation's public two-year colleges have expanded their educational and community service offerings in response to an expressed need by community residents. To provide funding for these services, the colleges are turning more and more to the private sector to supplement funds received from traditional sources. These private funds come from individuals, corporations, service clubs, and foundations. They provide scholarships and other student financial aid, make possible special educational programs designed to serve the community, and provide facilities and equipment to carry out these special programs.

This handbook contains material prepared especially for CASE by practicing professionals in the field. Much of it consists of papers presented at a special conference on two-year college development programs and of articles from CASE CURRENTS. In addition to information on fund raising, we have included material on alumni and community relations activities, all of which build understanding and support for the institution.

We believe that this handbook will be a useful reference tool for colleges with development programs and for those interested in launching such programs. It does not portend to cover--in detailed fashion--all aspects of development. Such information is available from a variety of sources, including CASE. The manual does contain the information pertinent to the public two-year college's unique opportunity of involving the community in its programs and services.

A special note of appreciation goes to the contributing writers for their willingness to share this information; to Patricia Alberger for her editing assistance; to CASE Vice President Virginia Carter; and to those of you who have ordered this manual. We will be interested in hearing about the success of your fund-raising efforts in the years to come.

John Bennett
Vice President, CASE

April, 1979

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Foundations and Fund Raising: The Keys to Development

COMMUNITY COLLEGES MUST DEVELOP DEVELOPMENT

Pierre C. Kirch
Editorial Assistant, CASE CURRENTS

Individuals, corporations, foundations, and other philanthropic groups contributed more than $2.4 billion to higher education in 1975-76. About one-fourth of the amount went to public institutions. But very little of it trickled to the schools that make up higher education's fastest growing sector: publicly supported community colleges.

It is tempting to extenuate these institutions on the basis that they haven't existed as long and aren't nearly as well established as their four-year brethren. Indeed, many public junior colleges are less than 15 years old.

Yet heritage is not a prerequisite for establishing a creditable development program. Most community colleges are just not making a serious fund-raising effort. A nationwide study by Michael F. Luck*, director of development at MIT, documents just how far behind the community colleges are.

An article written by Luck and Donald J. Tolle, a professor of higher education at Southern Illinois University, describes some of the results of Luck's 1974 survey sent to 671 community colleges. More than half ot he 418 that responded did not have any fund-raising programs whatsoever.

Moreover, many of the colleges with programs had only a superficial interest in fund raising. Few of them had a director of development; most often the college president was saddled with that additional responsibility. The athletic director, dean of student services, and business manager were among the other surrogate fund raisers named by colleges.

Luck and Tolle recommend that community colleges consider assigning the fund-raising responsibility to a full-time professional.

The case for a development program is quite compelling. "Public community colleges participating in fund-raising activities have accumulated significantly more philanthropic gifts than those without," argues Luck.

Apparently, few community colleges are taking advantage of that correlation. Just 16 of the colleges had four or more people, including secretaries, at work on development programs.

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*In 1979, Dr. Luck is President of the Rutgers University Foundation.

Thirteen of the schools polled spent over $5,000 for fund raising, including four with budgets of $15,000 or more.

But the vast majority of the colleges with fund-raising efforts languished behind these pioneers. Almost 70 percent of the schools that reported some kind of program spent less than $1,000 yearly for development. Of that group, about one-third were below $100.

Luck believes it is lamentable that the community colleges won't devote more of their budget to development. "The more money spent by these colleges on fund-raising activities, the more money raised from private sources," he says.

Few two-year colleges have committed themselves to large-scale fund raising. "Few development offices and staffs are high on the organization ladder," reports Luck. It is not surprising that few of the colleges surveyed--less than 25 percent--were satisfied with their fund-raising activities. They complained that an absence of confidence, funds, time, organization, leadership, planning, and staff hobbled them when they tried to raise money.

"In fact," says Luck, "many institutions reported that there was no support for fund-raising activities, or, if there were, that few individuals responded with gifts."

About 6 percent of the two-year colleges indicated that they would need to establish a foundation before they could begin a solid fund-raising program.

Long ago, many four-year colleges chose to establish nonprofit foundations to collect and allocate money raised from outside sources. The community college foundation, however, is a recent phenomenon; only a few two-year colleges have foundations that are more than 15 years old. Luck's study found that fewer than half the 418 community colleges had established foundations, although some 40 of the colleges without foundations were considering setting them up.

"This is a surprisingly low number considering the motives which usually prompt higher education institutions to initiate not-for-profit agencies," says Luck.

The two-year public colleges seem to be making little headway, but Luck is optimistic: "The coming years should show demonstrable improvement." The necessity of fund raising is beginning to have an "effect upon the public community colleges," he says. Some colleges have established consortia to help win gifts from outside sources.

Luck warns that a community college should not be provincial when it looks for support. "A college's constituency should include students, alumni, parents, corporations, foundations, and friends," he says.

This article is reprinted from the July 1976 issue of CASE CURRENTS.

WHY PUBLIC COLLEGES NEED PRIVATE FUNDS

Charles H. Polk
President
Daytona Beach Community College

We all talk about money. As educators we constantly complain about the lack of money. In graduate school, we took courses in how to manage money and budgets efficiently.

But how many of you ever took a graduate course in "Hustling Money from Your Local Legislator"?

The course might be called "Money 501" and described in the college catalog: "The student will have the opportunity to learn the basic skills and master the techniques of bargaining with the legislative delegation for adequate funding dollars to support ongoing educational programs in a fashion acceptable to the faculty, staff, students, and community."

Or, how many of you ever had a course in obtaining private money for tax-supported institutions?

I'm willing to bet few of you ever took such a course. But I'll bet you spend at least 25 percent of your time trying to make financial ends meet. And I'll bet your main problem is not having enough money to meet all the needs.

Although better management of existing resources is one way to stretch dollars, it isn't the total answer. No matter how well the institution manages the public's allocation, there is a need for more money to meet more needs for more students.

CAUGHT IN THE BACKLASH

Seeking federal dollars and private donations is the key to progress, innovation, and survival for colleges in the future. Those looking to legislators for additional support are looking the wrong way. There is a backlash among the public against funding education, community, and municipal services. That backlash is going to reach crisis proportions in the next three to five years. Inflation, union demands, energy costs, and the simple inability to carry any more financial burdens are stirring a taxpayers' rebellion--as the Proposition 13 movement is showing us.

Colleges, especially public institutions, are caught in the funding squeeze. As state and local governmental bodies call for a re-examination of priorities, we are possibly the most vulnerable.

Increasing use of federal funds is part of the solution to this dilemma. Like state allocations, federal funds are limited and can be expected to become even more limited in the future. With federal money, colleges can reach new populations. For example, at Daytona Beach Community College (DBCC) federal dollars enabled us to develop a co-op program that educates hundreds of students while giving them meaningful work experiences. Federal money can and should be an important part of meeting future needs. However, the federal scene is changing. During the past decade community colleges became more visible and pursued federal dollars more aggressively. Now, however, the federal funds market is less able to meet our growing needs.

Federal funding also affects how much money state legislators make available to public institutions. Many state legislators are looking closely at federal funding sources, at who's getting what, and at how the beneficiaries are using federal money. We can expect increasing pressure to reduce federal sources, or we can expect to receive a decrease in state appropriations.

LOOK TO THE PRIVATE SECTOR

What is an alternative? Private funding seems to be the only resource left for public institutions. It's time for us to follow the example of private schools. Why haven't we done so sooner? The answers are simple: We don't know how and legislators have always come to the rescue.

Now that we realize the public trough has a bottom, we at DBCC are turning to the private sector. We realize that the institution's future depends upon our proficiency at raising private dollars. Without private support, the curriculum innovations and nontraditional programs characteristically cherished by the community college will be the first to suffer.

Public institutions must learn to ask for money. Forget the idea that public schools don't need private dollars to exist. One of my most difficult tasks at DBCC has been convincing our staff and faculty that we need personal, tax-free contributions, even though we're a state institution. I know it's difficult to get people to ask for money. But if you don't ask, you can't expect to get anything.

We have a great opportunity in private fund raising if we are willing to take advantage of it. We can change the face of American education by developing new fund-raising techniques and expanding those already established by business.

START WITH A FOUNDATION

At DBCC we began a major effort to develop private funding. We learned that the first step in developing a fund-raising program is to establish a foundation. Many of you already have funds from the private sector through a foundation. The college can use those funds with more flexibility than it could if it received private support directly.

One DBCC project that promises to generate strong interest and support is the Middle Income Scholarship Development. As its name suggests, this program develops scholarship funds for students from middle income families. Students from low income families have programs designed to help them finance their education, and students from wealthier families don't need aid programs. But the student whose family income is in the $15-30,000 range is not eligible for most governmental assistance programs. Yet the student still may not be able to afford the cost of attending college full-time. The situation worsens when the student's family has two or more children in college.

The acronym for Middle Income Scholarship Development--MISD--accurately describes the plight of these students: They have been missed in the effort to make a college education available to deserving and qualified students.

Developing the private sector as a source of funds is a difficult, time-consuming task. But we can do it. And we are doing it.

We must forget about the lack of an alumni association and think of our community as an alumni association. We must sell ourselves and our products as never before. We as administrators must get motivated and make the commitment to raise money.

We must forget about the big universities and the high-priced athletic promotions and start selling the local community. We must convince private contributors, business executives, and corporations that the public educational system is the hope of the future for this nation--for the young and old, males and females, blacks and whites, rich and poor. Public education is where it's happening, but it can't happen without private support.

Your challenge is to raise private dollars to meet the needs--not the niceties--of your institution. I believe that unless you accept the task, the quality of your institution's educational program will be seriously limited. To get the message across, we need to spread the word that public institutions need private contributions to continue our programs. I urge

you to plead your case at your institution, plan well, and get the staff and community involved. And once you achieve all this, don't forget to ask for money.

A DEVELOPMENT PRIMER FOR COMMUNITY COLLEGES

Al Robertson
Director of Development
and Federal Programs
Broward Community College

The word "community" is the middle name for many of our two-year colleges. Yet the "town and gown" relationship's function historically has been relegated to a subliminal status in the organization of most community and junior colleges.

There is, however, an increasing recognition of the need, even an obligation, to provide a formal means for citizens to participate in the growth and development of "their" community college. To facilitate that participation, a college must formulate and present its needs in an orderly, effective manner. And it must have a system of encouraging, receiving, administering, and accounting for available funds. Before we can design such a system, we must recognize that:

1. The advancement of understanding and support is essential to the college's progress. We are "friend raising" as well as "fund raising."

2. The advancement of understanding and support is a major responsibility of the college president.

3. The president must be able to delegate a substantial part of this responsibility to a staff capable of rendering effective assistance.

4. These propositions must have the acceptance and support of the central administration of the college.

COORDINATE DEVELOPMENT EFFORTS

Awareness of these needs has increased recognition of the importance of an office of institutional advancement. The term used here embraces both college relations and development, but there are a variety of titles to describe these functions, such as development office (most common), or external affairs office. Additional responsibilities of the office may include federal and alumni programs, long-range planning, and special events. Establishing such an office is an essential step in building a development program. The overall objective of this program is to provide an effective,

coordinated system of generating interest, understanding, involvement, and support among the college's several constituencies.

The development concept is not new. But it traditionally has been found in private and public institutions of graduate capabilities. However, now an increasing number of two-year colleges throughout the nation have established such offices as an integral part of their top-level administrative structure. These offices bring together all of the institutional "advancement" efforts into a cohesive structure that lends itself to more effective growth. A development office is the catalyst for the total advancement effort necessary if colleges are to meet society's demands for expanded educational programs and services.

ESTABLISH A FOUNDATION

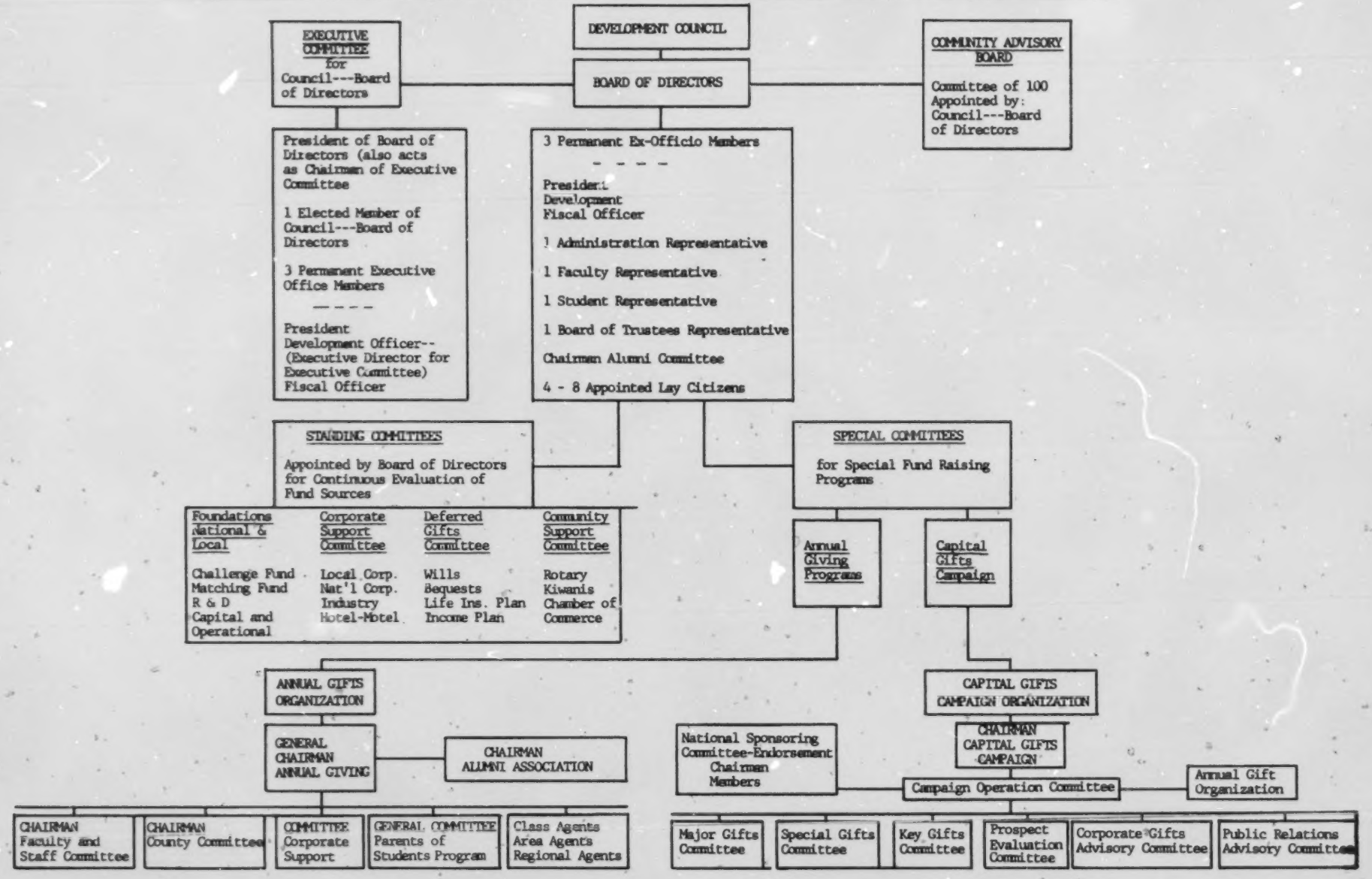
An adjunct to the development office function at many public community colleges is a separate legal entity known as the foundation, which serves as a receiving agent for contributions to support college programs. Operated to benefit a public educational institution as a nonprofit corporation within respective state and federal regulations, the foundation is exempt from federal income tax. Under these provisions, contributions to the foundation by individuals, corporations, organizations, and other foundations (private family type) can be tax deductions.

No single organizational plan will fit all foundations, but we can describe a structure that can serve many institutions, regardless of size or complexity. Although regulations vary, most states require that the articles of incorporation for the foundation include the name, purpose, composition of the governing board, and its officers. A qualified attorney should assist in the formal preparation of the document.

The size and composition of the governing board deserve particular attention. As the organizational chart shows, both college and citizen representation should be prominent on the governing board. This is designed to assure good communication with local representatives, and to provide a vital "pipeline" for community "feedback." Also, the citizen group often can provide valuable assistance to the foundation in selecting for the board attorneys, accountants, and trust officers with estate planning and tax expertise.

To assure continuity of foundation operations between board meetings, you should delegate an executive committee, including a manager (executive director), to handle the day-to-day affairs of the foundation. To broaden the community's involve-

Operational Organization for Fund Raising



ment, some foundations establish a special group of business and professional leaders in the community to serve as advisors to the governing board. Involvement is the key to success in using this important and prestigious advisory group. Its members are the "good will ambassadors" of your institution to the community at large. They will carry your message to the community and facilitate continuous dialogue and support for your institution.

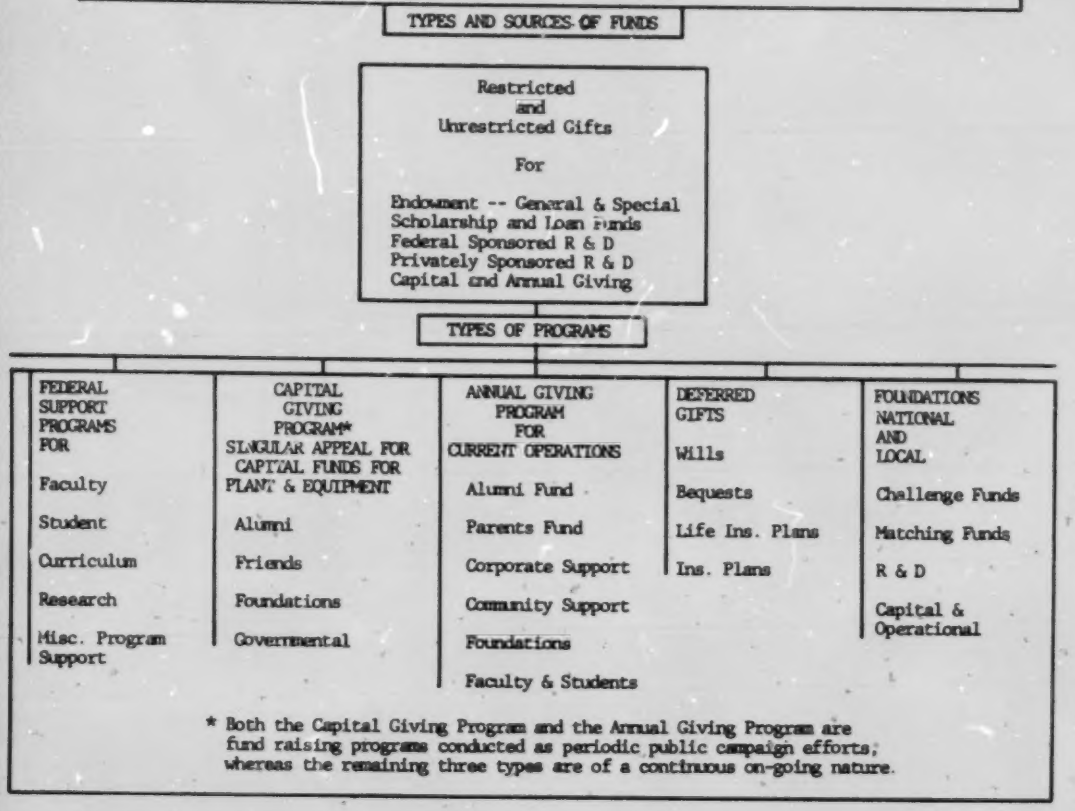
The organizational chart also shows a suggested group of standing committees. This structure is, of course, limited by the type of two-year institution, its educational programs and services, and its geographic location. Special committees with typical organizations for annual giving and/or capital gifts are also shown. Fewer institutions are using the more formal, highly structured fund-raising efforts involving large citizen participation, such as annual giving or capital gifts campaigns. Instead, more institutions have adopted a low-key, but internally well-organized, approach using a leadership group such as the "good will ambassadors" mentioned above to cultivate prospective donors. The key again is involvement. Invite these leaders to your special events, have an annual dinner, provide speakers for their civic organizations, send newsletters. By whatever means, show them your institution is their community college, and that they are a part of the college family.

BUILD A DEVELOPMENT PLAN

Citizen involvement may come to your institution in a surprising variety of ways. The comprehensive nature of the programs and services at community/junior colleges provides a unique opportunity for combining various types of public and private funds to build a resource development plan. With proper planning and sufficient lead time, you can blend state, federal, and private donor support into a funding mix to support projects and programs not otherwise available to the institution. Chart two shows the types of possible funding sources.

Providing information on funding sources and methods is an essential ingredient in cultivating support. A viable long-range plan is crucial if you are to present a proper "case" for the college's needs. It shows you've done your homework and know what you are about. And it makes prospective donors confident that their gifts will be wisely invested or used. We want the prospective donor to approve our plan and become identified with it--and decide how much he or she should individually participate.

Types and Sources of Donations



KNOW YOUR FIELD

There are many ways of giving gifts and receiving them. It is the responsibility of the development officer to help donors decide how and when to give. To do so, the development officer must become knowledgeable in this highly specialized field of charitable giving. For example, the development officer must know:

1. Who can donate?--Individuals, corporations, estates, and trusts can be donors.

2. To whom can they donate?--An eligible recipient must be a fully qualified charitable organization as earlier described.

3. What can be donated?--Cash; property such as personal, tangible assets; and capital assets such as intangible assets and real estate interests can be donated.

4. How do the tax ceilings apply?--The development officer must understand how the IRS tax ceilings apply to the donation of properties that have either depreciated or appreciated and that have a capital gains consequence to the donor.

5. What are the methods of donating?--Three types are usually involved:

   (a) Outright--When the donor transfers immediately both the income and/or property.

   (b) Temporary Gifts--When the donor transfers the income but retains the property by donating a gift for a limited period through a short-term trust.

   (c) Deferred Gifts--When the donor transfers the property but retains the income or either/or both by bequest or by donation of a gift in the future through revocable giving plans, irrevocable giving plans, and wills and bequests.

A working knowledge of the donating methods described above involves a broad and dedicated study by your development officer. Belonging to CASE and attending the many excellent CASE workshops will provide an excellent source of practical knowledge from experienced professionals in the field.

The development officer also should understand the various fund-raising techniques available to generate funding potential. Evolved over a number of years, these fund-raising tools should become a part of any development officer's repertoire:

--corporate giving programs;

--memorial giving as a service;

--raising funds by direct mail;

--special events programs;

--deferred giving;

--telephone solicitation;

--special gift clubs and challenge gifts;

--parents and friends programs;

--the annual fund: parents, friends, corporations;

--involving students and faculty;

--foundation grants.

In addition to CASE resources, there are many excellent publications explaining the various methods and techniques listed above. The development officer must use the techniques that are most adaptable to his or her particular institution and that will best generate interest, support, and involvement among the institution's various constituencies.

Nothing less than a concerted effort under full-time direction will best serve the institution and those whom it serves. As a partner in service with the citizens of your community, you can inspire confidence and provide the know-how to enable your institution to reach its highest possible goal.

HOW TO ESTABLISH A COLLEGE FOUNDATION

Kenneth B. Woodbury, Jr.
Dean for Employee Relations
Northampton County Area Community College

A college foundation is an effective vehicle to solicit funds for programs and facilities lacking adequate support from other sources.

Public colleges should not preclude the idea of seeking private funds. In fact, it's easier to approach a prospective donor with a project that has the endorsement of community leaders. A prospective donor knows that a college official will extol the virtues of both the project and the college. But the same appeal from a known and respected member of the community will have more impact. Public college trustees are not necessarily elected solely because of their prestigious positions in the community. So, they may not be as effective in soliciting funds as foundation board members who are selected primarily because of their status in the community.

TYPES OF FOUNDATIONS

You should consider three types of foundations:

1. The college foundation, designed to benefit a single institution. This is the most common type of foundation.

2. The facilities foundation, which leases and operates specific college properties such as the bookstore or cafeteria. The foundation manages and disperses the profits from these projects.

3. The regional foundation, which solicits funds for several colleges. In apportioning resources, this foundation might consider factors such as institutional size, contribution, and commitment to the administration of the foundation.

WHAT A FOUNDATION CAN DO

A foundation can serve a variety of purposes. As a private, nonprofit agency incorporated for educational purposes, it can receive federal or other foundation grants. This is especially helpful when the college is ineligible as a primary

grantee or does not wish to be one. When soliciting funds from other private foundations, a college foundation demonstrates community endorsement for grant proposals.

The college foundation assures prospective donors that funds and endowments can and will be managed efficiently. At least one member of the foundation board should be a chief fiscal officer at one of the community's leading industries. This should be someone the donor can immediately relate to, thus inspiring confidence in the proper management of the gift. The foundation can also hold funds for the college to ensure state matching monies or to allow funds not used in one fiscal year to be applied to the next.

An additional advantage is a broadened base of community support for the college. This is accomplished by recruiting leading members of the community to serve as board members. These persons will have identified with the needs of the college and will be able to articulate those needs to the community. The board members can also advise the college on programs that would appeal to the community. In this way they can help to make the community college an effective, viable, and visible instrument for serving the community's needs and identifying with its problems.

The foundation can also own land and lease it to the college. This can be useful if there are legal restrictions on the amount of land the college can hold, or if the community is sensitive about the college's physical expansion and acquisition of property. If a citizen wishes to donate land or buildings to the college and limit their use to educational, recreational, or cultural purposes, he or she can impose these restrictions through the foundation. If the donor places restrictions in the deed, the property will be assessed accordingly for tax purposes. Usually this will result in a lower value than if donated with residential, commercial, or industrial potential. The donor transfers the property without restrictions to the foundation and thus realizes the maximum tax advantage. The foundation can then give the property to the college with the desired deed restrictions.

ESTABLISHING A FOUNDATION

Once you've determined that creating a college foundation would be advantageous, the development officer of the college in conjunction with the college solicitor should draw up the articles of incorporation. The foundation is incorporated as a private, nonprofit charitable organization with its own board of directors. Its purpose is to assist the college by providing grants for student financial assistance, educational programs, and physical facilities. The articles of incorpora-

tion stipulate the purposes of the foundation, which may be broad or narrow in scope, whichever the college may find most desirable.

College control of the foundation can be approached in two ways. One method is for the foundation to be a completely independent and self-perpetuating entity. The board of trustees of the college names the initial board, but thereafter foundation directors themselves determine board membership. An independent foundation board serves to convince the community of both its viability and credibility.

A second possibility is to establish a trustee-controlled foundation with membership in the foundation determined by the college's board of trustees. This ensures a greater degree of community control and possibly prevents a dichotomy of interests from developing. The articles of incorporation can also stipulate the foundation's purpose as financially aiding and supporting educational programs approved and conducted by the college. There are advantages in either approach. Yet in each case the board of trustees of the college has the final authority to accept or reject gifts from any source; it can refuse a foundation grant for a scholarship, program, or facility it deems detrimental to its best interests.

When the articles of incorporation are written it is also essential to list the foundation as a tax-exempt organization under the provisions of Section 501 (c) (3) of the Internal Revenue Code. There is a separate form for this purpose available from the Internal Revenue Service. Mere incorporation as a nonprofit agency does not automatically provide for a tax-exempt status. The 501 (c) (3) form must be filed to ensure that donors may claim a tax deduction for their gift.

Selecting charter board members is extremely important. Board members should have a high degree of visibility in the community without being heavily committed elsewhere. They should be persons in top-level management with their hands on the purse strings of the corporations they direct. If there is a national corporation in the community, a good prospect is the public affairs officer of that corporation, in addition to one of its top executives. The board should be as homogeneous as possible to ensure that members can work together. Plant managers should not be mixed with corporation presidents.

STRUCTURE AND ADMINISTRATION

Fifteen persons constitute most boards. The term of office ranges from three to six years with three years being the most common term. The terms should be staggered so that if three-

year terms are used, roughly one-third of the board retires each year. The board should renew the terms of members who have been particularly productive. It should give the others a letter of thanks and quietly release them. The membership committee of the board works with the college in selecting new board members and in determining renewal of expired terms.

The president of the college should be an ex-officio member of the board with full voting powers. You might also have another member of the college staff as a board member. However, if the board is made up of top corporation executives and outstanding professionls, it is not a good idea to choose as voting board members persons who are too low in the college structure. The primary advantage of a quality board is to have peer solicitation.

The officers of the foundation normally include a chairman, vice chairman, treasurer, and secretary, usually with one-year terms. In addition, the board has agents to carry out its policies. Carefully draw up the by-laws of the foundation to allow as much flexibility as possible.

A foundation has three principal agents: an executive director, an assistant treasurer, and a solicitor. The by-laws should describe their general responsibilities, stipulate appointment power of agents, and the method of delegating duties to these agents. Resolutions passed by the board can further determine the scope, specification, and limitations of the responsibilities of the executive director, assistant treasurer, and solicitor.

The executive director carries out policies decided upon by the board and represents the foundation in accordance with its approved policies. The executive director writes the annual reports of the foundation, calls meetings with the approval of the chairman, recommends policies, and directs the foundation's business. The by-laws can actually name the chief development officer as the person in charge of fund raising for the foundation. It is beneficial for that officer to have a self-explanatory and easily identifiable title and connection with the foundation. The executive director relates to the foundation board as much as the president of the college relates to the board of trustees.

The assistant treasurer keeps the foundation books and can serve as one of the signatories for withdrawal of funds and transaction of fiscal matters. He or she doubles as the treasurer of the college.

The third agent of the foundation is the solicitor. He or she is the chief consulting officer of the foundation in all legal matters and usually is the solicitor for the college as well.

Meetings may be held as frequently as possible; December and June meetings are the minimum recommended. This enables grants to be made to the college allowing plenty of time for proper implementation. The June meeting allows funds to be granted before the end of the fiscal year. Terms of office can expire at the end of the calendar year, with membership terms expiring at the end of the fiscal year.

For transacting business, a majority of the board constitutes a quorum, with a majority of those present being able to conduct business. However, a majority of the board should take important actions such as the election of officers and new board members, as well as the disposition of substantial funds or property. Since there might be difficulties in ensuring adequate attendance, your by-laws can include provisions for mail balloting, either to secure ratification of business when a quorum is not present, or when a majority vote of the entire board is necessary.

The two most important committees are a membership committee, which also can function as a nominating committee for election of officers, and a finance committee to advise on the investment and management of foundation funds. You can establish other committees as needed to handle special projects.

The foundation should have its own books and bank accounts separate from the college records. Either the college or the foundation pays for the administration of the foundation. The foundation should have its own stationery listing the names of the foundation members. Pledge cards and brochures for solicitation purposes should be prepared in the name of the foundation. Budget categories should reflect the purposes of the foundation. A foundation with broad purposes would have categories for financial assistance, capital funds, and unrestricted funds. Within each category specific funds exist as approved by the board.

HOW BOARD MEMBERS CAN HELP

A foundation board member can explain the strengths and needs of the college to community leaders and organizations through conversations with area businessmen and professionals and by inviting to the campus people who may be in a position to support the college. Board members are key contacts with other influential community members. College staff members may not have access to these persons. A foundation board member can establish communications with community organization leaders and advise the college of those willing to help. A board member can counsel the college on matters of solicitation, assist in the management of college funds, and help set priorities for foundation support. An additional role of a

foundation member is to identify community needs that may be met by the college and that otherwise would go undetected or neglected.

SOLICITING FUNDS

The development officer of the college, who serves as the executive director of the foundation, is in charge of solicitation. Once the foundation has identified the areas it would like to support and endorse, the interests of each foundation board member should be ascertained. It is most effective if a foundation board member goes to the prospective donor and asks for support. Board members can also provide the college with names of people in the community who might be in a position to give. The executive director must be very careful to determine not only who should be contacted, but who should make the contact. The most effective person to contact a donor might be a member of the college staff, the president, a trustee, or a foundation member.

Cash contributions can be used to endow faculty chairs and lectureships, provide student loans and grants-in-aid, faculty fellowships, capital facilities and equipment, funds for educational programs, and community service projects.

Besides dollar donations, which are preferably unrestricted, many other areas of community aid can be channeled through the foundation. These include donations of time by volunteers to teach special or continuing education courses or act as consultants and resource people. Donations of equipment, landscaping materials, and furnishings are also of value because they free college funds for other uses. Contracts can be negotiated whereby the college provides in-service training of a general or specialized nature to help a company's employees improve performance skills, with the company picking up the expenses. Shared time also presents a possibility--a company can hire someone for its staff who can also serve as a career instructor at the college at no expense. Areas of assistance other than actual dollar donations include scholarships provided by companies for their employees, for student loans for emergencies or other needs, aid for disadvantaged students, and books. Companies also can increase financial aid by providing part-time work for students during the year and in the summer, as well as intern programs for those in career-technical programs.

MAKING AND MANAGING THE MONEY

Campaigns are a varied lot. Most foundations conduct an annual giving solicitation. Some concentrate on large gifts while others appeal for small donations. Others attempt a mix.

Capital campaigns are also popular. One college equipped a dental hygiene clinic with the support of area dentists, dental supply companies, and dental societies, and continues to receive annual support from these groups for upgrading and updating equipment. The same institution recently successfully concluded a campaign to assist in building a mortuary science facility supported by funeral directors and societies throughout the state.

One of the most promising campaigns is for deferred gifts. This type of campaign appeals to citizens who cannot afford to provide substantial gifts from current income, but who have accumulated a modest estate. The deferred giving campaign has the greatest potential for raising substantial capital for the foundation. What better way for the local professional to repay his community than to support a project at the community's college?

Wills and bequests are the simplest form of deferred giving. A residual remainder of the estate is an excellent source. This method gives the college whatever is left after meeting all estate obligations, including specific bequests to friends and relatives. Estates can be left in trust to foundations after benefiting a spouse or other relative.

Naming the foundation as beneficiary of a life insurance policy represents another possibility. The gift of a paid-up policy permits a charitable deduction equal to the cost of replacing the policy at the donor's current age and health. Contacts need to be strengthened with lawyers and insurance agents to solicit their support and assistance.

A third source is the life income agreement. There are a variety of models, such as pooled life income fund, charitable remainder unitrust, charitable remainder annuity trust, and charitable gift annuity--either regular or deferred. The life income agreement transfers a set principal to the foundation for ownership and management. The donor receives the interest as income. In many cases the income realized is greater to the donor through the foundation because of tax advantages and volume investing than the donor could realize alone. Many agreements even allow a beneficiary to be named, thus ensuring protection for a spouse.

One word of warning. Deferred gift giving campaigns may require up to five years for results to be apparent. The chief exective officer of the institution must have foresight and patience.

Should the proceeds to the foundation be self-perpetuating or self-liquidating? Many foundations grant to the college all that is received annually. Endowment funds are increasing in appeal now, as long term commitments take precedence over immediate needs.

SELECTING PROJECTS

Different techniques exist for determining the focus of foundation projects and programs. Most donors like to identify with a project or cause that interests them. Thus, selecting the projects is an important task and one for which foundation board members are uniquely suited.

The community needs assessment is one way to identify projects that reflect community aspirations for the institution. Different survey instruments and procedures help ensure quality results.

Another procedure is for the college to identify its priorities. The foundation board then selects from the list those goals it feels will appeal to the community and receive the best support.

A third possibility is the nominal group technique. A variation of this divides the foundation board, with senior college officers present if desired, into groups of six to ten. For ten minutes the groups meet in silence to think of possible projects for the foundation and to write them on a card in phrases. Then for 15 minutes, each group separately records its ideas on a flipchart. All ideas are considered good, and everyone is advised to avoid making judgments at this stage. Members of each group individually offer one idea, which is then recorded. The process continues until every idea is recorded on the flipchart.

The third step is to tape the sheets of ideas on a wall near the reassembled groups. Allow up to 20 minutes for clarifying each item. To minimize defensive reactions, avoid identifying individuals with specific ideas.

Following clarification, each person lists on a card the five to seven best ideas in rank order. Then collect and tally the results. Record the results for the combined groups, and either by concensus or additional voting determine a final list of priorities.

Whatever technique you employ, it's important to identify projects of interest to the foundation's trustees to ensure their commitment. Board members might form ad hoc committees to explore particular issues and recommend a course of action to the full board.

STAFFING

Too many foundations subsist on marginal support and leftover administrative resources. It's best to institute a plan for

hiring a part-time or full-time director, depending upon the size of the community and college. The foundation with a potential of raising $100,000 a year can well afford a full-time director--perhaps with the college donating clerical assistance. The executive director should feel the foundation is a priority; otherwise daily institutional chores will inundate even the best development officer. Too many succumb to the pressure of the quick federal grant, instead of building the contacts for a strong and viable foundation with the potential of supplying more stable support while also providing funds for college projects with the least restrictions.

The success of your foundation depends upon the time and energy you provide, as well as your ability to select enthusiastic board members and to maintain their interest. Your college should create a foundation only when the institution is willing to give it a high priority, adequate staff, and a commitment of institutional resources. Otherwise, there is more to be lost than gained.

HOW A COLLEGE FOUNDATION CAN BOOST YOUR DEVELOPMENT EFFORT

Darrell E. Slabaugh*
Executive Director
Kirkwood Community College Foundation

> Faced with the first serious threat to the open-door concept since it became the cornerstone of the movement two decades ago, community colleges must now either accept a closing door or find some new ways to prop it open. The problem is money. There is not enough forthcoming from state and local tax sources, and the situation may get worse before it gets better.

I can think of no better statement to underscore the importance of effective development than this quote, from the August 1976 issue of Change magazine, by William A. Harper, vice president of communications at the American Association of Community and Junior Colleges. If enough people heeded this opinion, every two-year college probably would double its development office staff.

The results of a 1976 survey by Lou Harris also emphasize the need for development. Harris surveyed 750 key administrators at 115 private and public colleges and universities. He asked development officers, deans, department chairmen, trustees, and college presidents: "What are the needs of the colleges and universities today?" About 87 percent of the respondents gave answers that can be summed up in one word: money. Most wanted unrestricted money in general; others wanted more endowed funds, scholarships and student aid, faculty pay raises, new equipment, operating revenues to offset the impact of inflation, new programs, and research and staff increases.

WHY START A FOUNDATION?

During the eight-year history of foundations at Kirkwood Community College, we have found many things that work and many things that have not been as successful as we had hoped. But every day we uncover a new example of how a foundation can help meet some of the money needs expressed by most educational administrators.

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*Slaubaugh has since joined Wichita State University's Endowment Association as Director of Development

Before we explore the reasons for establishing a foundation, let's look at what a foundation really is: A foundation is a nongovernmental, nonprofit organization having a principal fund of its own managed by its own trustees or directors and established to maintain or aid social, educational, charitable, religious, or other activities which serve the common welfare.

At Kirkwood Community College, the "common welfare" is the college. Our foundations exist to support and assist the institution in meeting needs that cannot be met through regular tax sources or other funding opportunities. Looking at the current tax structure of the country and the impact of foundations on the growth and development of tax-assisted institutions, we can see why there are more than 20,000 private foundations in the United States today.

There are seven reasons why every state-assisted community college should have a foundation:

1. A foundation broadens the base of college support throughout the college's merged area and thus contributes substantially to the public relations and educational objectives of the college. The foundation movement in community colleges must develop and become a more viable part of the funding alternative. The foundation must be in harmony with the goals and objectives of the institution.

2. A foundation provides a reciprocal tax-exempt organization to receive funds for the college and increases the base of participants capable of soliciting funds on behalf of the college. The volunteer boards of directors, who give their time and energy to assist in our foundation endeavors, are an integral part of our foundations at Kirkwood.

3. A foundation frequently lends prestige to college operations and fund-raising efforts, since it is not necessarily limited to a geographical area, or to representing only one specific part of the total institution. When I call on corporations or businesses in the area, I find that I'm accepted as having a broader base of support when I tell them I'm representing the Kirkwood Community College Foundation, as opposed to the development office, or the agriculture department, or the truck driving programs within the institution. This acceptance gives me the opportunity to represent all areas of the institution while identifying specific needs in

various departments or programs. With this umbrella approach, a foundation can bring increased viability to the fund-raising effort.

4. A foundation can more readily determine the needs of outside organizations and can more readily obtain outside professional counsel when required. A foundation can spend money to make money, whereas the public scrutinizes how institutions spend tax dollars. Foundation dollars are more flexible. Most foundations have an unrestricted fund, providing the opportunity to expend dollars at the direction of your foundation board. Consultants, legal fees, and investments are common expenditures.

5. A foundation board gives citizens the opportunity to work on specific areas of the college's development. With a comprehensive board, you may cross all boundaries of the institution. Kirkwood's foundation boards include college trustees or boards of directors, faculty, staff, advisory committees, administrators, alumni, corporate leaders, businessmen, farmers, labor, and minorities. Involving these individuals enables you to organize a multi-faceted fund-raising approach. Kirkwood's foundation boards have 25 members on each board.

6. A foundation can emphasize the locality of the college and show the community that the college responds to local needs. This factor can lead to community improvement and create civic pride in the institution. You can also reap public relations benefits. For example, we sponsored an evening dinner meeting for employers and general managers of plants with more than 100 workers in our seven-county area. This was a unique opportunity for us to get exposure and gain access to key members of our community to broaden our base of support. One gift of a $6,000 computer from a Cedar Rapids industry more than offset the cost of that dinner, which included about 200 individuals.

7. The foundation enables record-keeping in a centralized area. We can keep all gifts from individuals, businesses or industry on record in one location. We combine our records for material gifts and cash contributions so we will have ready access to total business and corporate support. Many colleges run all

material gifts through their foundation. At Kirkwood, we run through the foundation only equipment that can be licensed or that we may want to resell. However, our office and the superintendent officially accept all gifts to the college.

THE KIRKWOOD MODEL

Kirkwood has two foundations: the Kirkwood Community College Foundation and the Kirkwood Community College Facilities Foundation. The Kirkwood Community College Foundation handles cash contributions, scholarships, memorial gifts, and hard dollar contributions. Our goal for the Kirkwood Community College Foundation for 1978 was $75,000.

The major accounts in this income are the alumni association, scholarships, student loan funds, student matching aid funds, memorial gifts, condolence fund, and landscaping. We currently have 100 accounts in this fund.

The Kirkwood Community College Facilities Foundation is organized to perform other tax-deductible activities not encompassed in the Kirkwood Community College Foundation. To clarify roles, I serve as executive director of the Kirkwood Foundation and my boss serves as executive secretary of the Kirkwood Facilities Foundation.

The Kirkwood Facilities Foundation, organized at the same time as the Kirkwood Foundation, is the most active of our two foundations programs. Members of the Facilities Foundation have been instrumental in financing new buildings on campus that are then leased to the college. When the lease term expires the foundation will donate the buildings to the college. State law in Iowa prohibits community colleges from buying more than 325 acres of land. At Kirkwood we have over 500 students enrolled in our agriculture programs, which include an ag production program. To enhance the production program, the Kirkwood Facilities Foundation purchased 100 acres of land paid for through a long-term rental agreement with Kirkwood.

MONEY-MAKING PROJECTS

The college has made a major commitment to competency based vocational-technical education, using videotapes to produce short educational presentations. Kirkwood presents its welding program, for example, on a self-paced videotape cassette. We have marketed and sold this training program through Miller Welding Company. In turn, Miller is marketing the program

internationally, and each cassette sold produces a royalty for the Facilities Foundation and the instructors who designed the program.

Kirkwood Community College has been extremely active in federal grants. The college has purchased typewriters and equipment, which are then leased back to a variety of federal grants.

A new Facilities Foundation effort in 1977-78 is the residential carpentry construction project. The foundation voted to purchase materials and sub-contract services for a student-constructed home. In return, the foundation will sell the house and use any profits as it sees fit. This project is supported by a local bank, which gave us an interest-free loan to purchase necessary building materials. We anticipate that this will be an ongoing effort and could be an excellent fund-raising program.

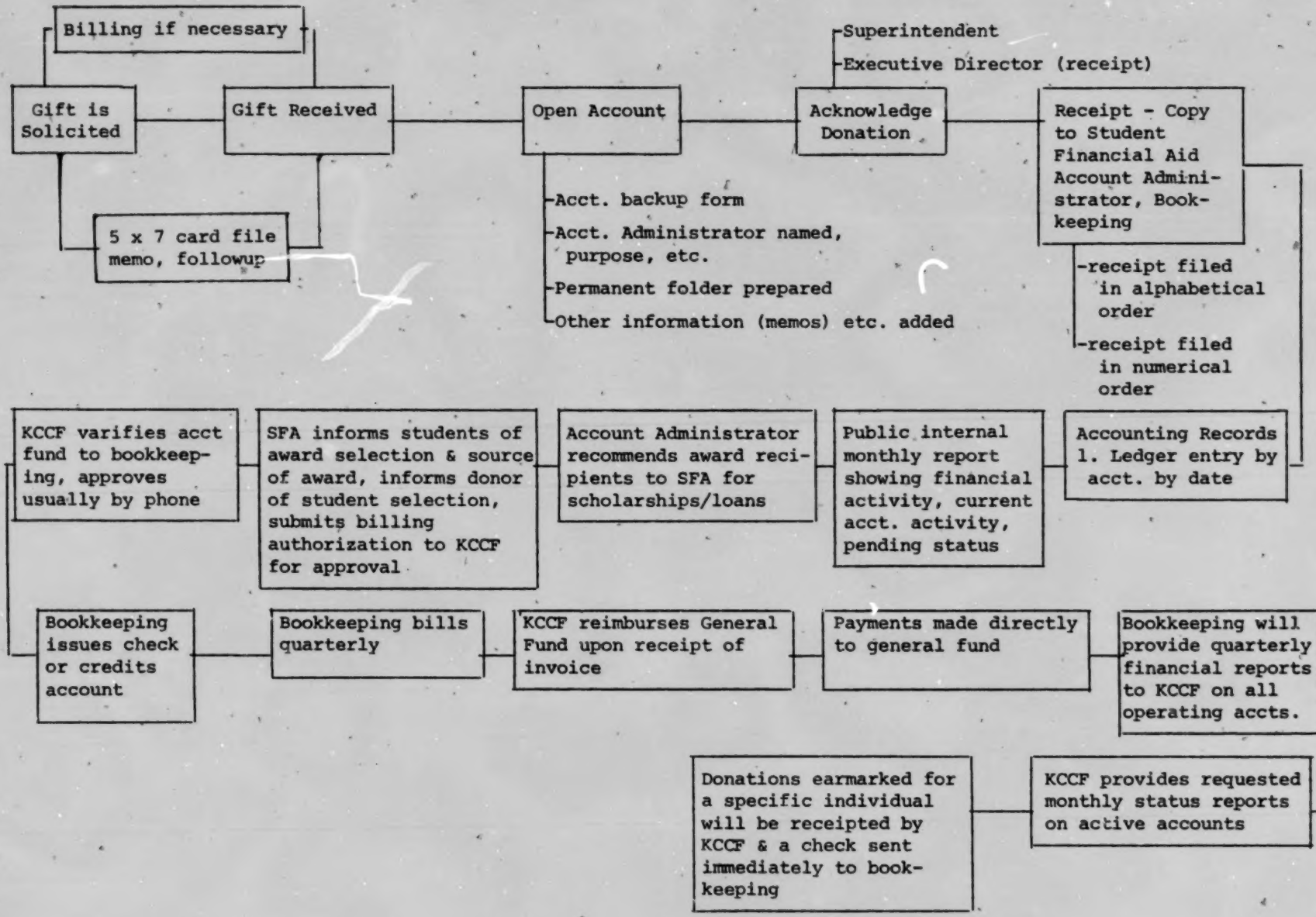
In 1977, a local industrialist gave Kirkwood Community College a 23-acre recreational complex with concession stands, softball diamonds, parking area, bleachers, and other facilities. The Kirkwood Community College Facilities Foundation runs this enterprise on a self-supporting basis. This project gives us an annual total income of about $34,000, primarily from beer and sandwich sales, and by sponsoring softball tournaments.

We hope we can add recreational activities to this complex, which is valued at an estimated $300,000. I don't foresee a large profit from operating this facility, but we hope we can add more ball diamonds, a pavillion, and other landscaping features.

Another excellent profit-producing venture is the campus vending contract. The local vending business contracts through the Kirkwood Community College Facilities Foundation for all machines and the campus food services facilities. In addition, the Facilities Foundation pays rental space charges back to the college for vending machines and the kitchen area. The profit goes to the foundation.

MANAGING THE FOUNDATION

The following flow chart and sample foundation reports should give you an idea of how we manage our foundations.


Billing if necessary
Gift is Solicited
Gift Received
5 x 7 card file memo, followup
Open Account
-Acct. backup form
-Acct. Administrator named, purpose, etc.
-Permanent folder prepared
-Other information (memos) etc. added
-Superintendent
-Executive Director (receipt)
Acknowledge Donation
Receipt - Copy to Student Financial Aid Account Administrator, Bookkeeping
-receipt filed in alphabetical order
-receipt filed in numerical order
Accounting Records 1. Ledger entry by acct. by date
Public internal monthly report showing financial activity, current acct. activity, pending status
Account Administrator recommends award recipients to SFA for scholarships/loans
SFA informs students of award selection & source of award, informs donor of student selection, submits billing authorization to KCCF for approval
KCCF varifies acct fund to bookkeeping, approves usually by phone
Bookkeeping issues check or credits account
Bookkeeping bills quarterly
KCCF reimburses General Fund upon receipt of invoice
Payments made directly to general fund
Bookkeeping will provide quarterly financial reports to KCCF on all operating accts.
KCCF provides requested monthly status reports on active accounts
Donations earmarked for a specific individual will be receipted by KCCF & a check sent immediately to bookkeeping

DEVELOPMENT OFFICE MONTHLY REPORT

February 1, 1978 - February 28, 1978

KIRKWOOD COMMUNITY COLLEGE FOUNDATION

I. Total Income for February $10,052.75
- A. Unrestricted - $189.00
- B. Matching - $556.10
- C. Athletics - $294.00
- D. Cultural and International Exchange - $10.00
- E. Medical Assistant - $2.00
- F. Skill Center - $46.50
- G. Iowa Hall Patio Fund - $14.50
- H. Agriculture Department Scholarship Fund - $20.00
- I. Music - $23.65
- J. Alumni Scholarship Fund - $6.00
- K. Friends of the LRC - $15.00
- L. Miscellaneous Departmental Scholarships - $20.00
- M. Campus Landscaping - $27.00
- N. Ag Mechanics Scholarship Fund - $10.00
- O. Continuing Education Tabloid - $300.00
- P. Dr. Ballantyne Memorial - $32.00
- Q. Music Scholarship Fund - $22.00
- R. Alumni - $5,223.00
- S. Spring Continuing Education Tabloid - $100.00
- T. Lawrence Kleppe Memorial Loan Fund - $100.00
- U. Gonnerman Memorial - $5.00
- V. Community Scholarship Fund - $100.00
- W. Scholarships For Faculty Dependents - $5.00
- X. Rocky Dalton Loan Fund - $400.00
- Y. Welding - $2,532.00

II. Total Disbursements for February $12,646.95
- A. Alumni - $6,488.00
- B. Condolence - $17.00
- C. Unrestricted - $134.45
- D. Music Scholarship Fund - $7.50
- E. Savings - $6,000.00

III. Total Amount in Checking as of February 28, 1978 $ 638.42

IV. Total Amount in Savings as of February 28, 1978 $26,285.61

V. Total Amount in Golden Pacesetter as of February 28, 1978 $22,315.77

VI. Total Amount in Checking, Savings, and Golden Pacesetter as of February 28, 1978 $49,239.80

VII. Balance in Present Accounts
A. Unrestricted (Interest Included) - $6,568.11
B. Unrestricted
1. $ 32.61 - Heritage Agency on Aging
2. $1,743.25 - Alumni
3. $2,207.42 - Athletics
4. $ 164.00 - Campus Landscaping

BY-LAWS

KIRKWOOD COMMUNITY COLLEGE FOUNDATION

ARTICLE I

Board of Directors

1. The board of directors of this corporation shall consist of not less than 3 nor more than 25 directors, with the exact number thereof to be determined by resolution of the Board of Directors of Kirkwood Community College from time to time. The initial board of directors, at its organization meeting, shall elect a first board of directors from among the nominees submitted by the Board of Directors of Kirkwood Community College which shall be divided into three classes in respect to term of office, each class to contain as near as may be one-third of the total number of directors. The directors of one class shall serve until the annual meeting of the board of directors held in the calendar year following their election, the members of the second class shall serve until the annual meeting of the board of directors held in the second calendar year following their election, and the members of the third class shall serve until the annual meeting of the board of directors held in the third calendar year following their election; provided, however, that in each case directors shall continue to serve until their successors shall be elected. At each annual meeting of the board of directors following the election of the first board of directors, one class of directors shall be

elected from among the nominees submitted by the Board of Directors of Kirkwood Community College to serve until the annual meeting of the board of directors to be held in the third calendar year next following and until their successors shall be elected. Any director may be elected to succeed himself in that office for a subsequent term or terms.

2. A director may be removed from office at any time for cause by a majority vote of all of the other directors. If any vacancy on the board of directors exists by reason of death, resignation, removal, or otherwise, the board of directors may elect a successor director from among nominees submitted by the Board of Directors of Kirkwood Community College for the unexpired term of his predecessor in office.

3. The board of directors may from time to time authorize the creation of boards, committees, funds, or councils; may determine whether or not the members of such bodies must be selected from within or without the directors of the corporation; and, to the extent permitted by law, may invest such bodies with such powers and duties as it deems necessary. The board of directors may designate the members of such bodies or may authorize the president and/or any other officer or officers of the corporation to designate the members of such bodies.

ARTICLE II

Meetings of Directors

1. The date in of the annual meeting of the board of directors of this corporation shall be set by the board of directors. In addition to the annual meeting of the board of directors of this corporation, special meetings of the board of directors shall be called by the secretary of the corporation upon the request of the president of the corporation or two (2) of the members of the board of directors. Notice of any meeting of the board of directors shall be given by sending by ordinary mail or by telegram to each director at his last known post-office address at least five (5) days prior to such meeting, a notice signed by the secretary setting forth the purpose, place, and time of such meeting. Notice of a meeting may be waived in writing by any director before or after such meeting. In addition, the presence of any director at any such meeting shall be held to be a waiver of the required notice unless the director makes timely objections.

2. The presence of one-third of all of the members of the board of directors, but in no event less than three directors, shall constitute a quorum for the transaction of business at any meeting of the board of directors, except as otherwise provided in these by-laws. If a quorum be not present at any meeting of the board of directors, or if the business of such meeting shall not be completed, those present

by majority vote may adjourn the meeting from day to day, or from time to time, not exceeding ninety (90) days from such adjournment, without further notice, until a quorum shall attend, or the business thereof shall be completed. At any such adjourned meeting any business may be transacted which might have been transacted at the meeting as originally called.

3. Each director shall be entitled to one vote on any question properly coming before any meeting of the board of directors. At all meetings of the board of directors all questions, except as otherwise expressly directed by law, the Articles of Incorporation of this corporation, or these by-laws, shall be decided by the vote of a majority of the directors entitled to vote thereon who shall be present at the meeting.

4. Any action required or which may be taken at a meeting of the board of directors may be taken without a meeting if the consent in writing setting forth the action so taken shall be signed by all of the directors entitled to vote with respect to the subject matter thereof.

ARTICLE III

Executive Committee

1. This corporation shall have an executive committee. The executive committee shall have and exercise all of the powers of the board of directors of this corporation between meetings of said board. Written reports of the actions of the

executive committee shall be submitted to the board of directors at its next meeting following the actions of the executive committee.

2. The executive committee shall consist of the president of the corporation who shall preside at all meetings thereof, and two (2) members of the board of directors elected by said board at its annual meeting. The members of the executive committee shall serve until the next following annual meeting of the board of directors and until their successors have been elected by the board of directors.

3. The executive committee shall elect its own secretary, who may be the secretary of the corporation, and shall prescribe the duties of such secretary.

4. A member of the executive committee may be removed from such committee at any time for cause by a majority vote of all the members of the board of directors, or, if such member of the executive committee also be a member of the board of directors, then by a majority vote of all of the other directors. If any vacancy on the executive committee exists by reason of death, resignation, removal, or otherwise, the board of directors may elect a successor member to serve until the next annual meeting of the board of directors.

ARTICLE IV

Meetings of Executive Committee

1. Meetings of the executive committee shall be called by the secretary of the executive committee upon the request

of the president of the corporation or two of the members of the executive committee. Notice of any such meeting shall be given by sending by ordinary mail or by telegram to each member at his last known post office address at least two (2) days prior to such meeting, a notice signed by the secretary of the executive committee setting forth the purpose, place, and time of such meeting. Notice of such meeting may be waived in writing by any member of the executive committee before or after the meeting. In addition, the presence of any member at any such meeting shall be held to be a waiver of the required notice unless the member makes timely objection.

2. The presence of a majority of all of the members of the executive committee shall constitute a quorum for the transaction of business at any meeting of the executive committee.

3. Each member shall be entitled to one vote on any question properly before any meeting of the executive committee. At all meetings of the executive committee all questions shall be decided by the vote of a majority of the members entitled to vote thereon who shall be present at the meeting.

4. Any action which might be taken at a meeting of the executive committee may be taken without a meeting if a written consent to such action is signed by all members of the executive committee.

ARTICLE V

Officers

1. The officers of this corporation shall consist of a president, one or more vice-presidents, a secretary, a treasurer, an executive director, an associate director, and such other officers as may from time to time be provided for by resolution of the board of directors of this corporation. The board of directors of this corporation at its annual meeting shall elect the officers of this corporation from either within or without the membership of the board of directors. The officers shall serve until the next following annual meeting of the board of directors and until their successors have been elected by the board of directors. Any person holding office may be elected to succeed himself in that office for a subsequent term or terms or be elected to serve a term or terms in some other office of the corporation. More than one of these offices may be held by the same person.

2. An officer of this corporation may be removed from office at any time for cause by a majority vote of all of the members of the board of directors, or, if such officer also be a member of the board of directors, then by a majority vote of all of the other directors. If any vacancy in any corporate office exists by reason of death, resignation, removal, or otherwise, the board of directors may elect a successor officer to serve until the next annual meeting of the board of directors.

3. The president shall be the chief executive officer of this corporation. He shall preside at all meetings of the board of directors and of the executive committee. If the president of the corporation is also a director of the corporation, he shall retain the right to vote on all questions properly coming before the board of directors and the executive committee on which he would be entitled to vote if he were not the presiding officer of such bodies. He shall have general supervision of the affairs of the corporation and shall perform such duties as are customarily incident to his office or are required of him by the board of directors. Unless otherwise directed by the board of directors, the president's signature, as such officer, will serve to bind the corporation in all matters except those specifically dealt with in section 6 of this Article of these by-laws relating to the duties of the treasurer of this corporation.

4. A vice-president of this Corporation shall perform all of the duties of the president in the event of the absence or disability of the president. He shall perform such other duties as are required of him by the board of directors. If this corporation shall have more than one vice-president at any given time, the board of directors shall designate the vice-president who will fulfill the functions of the president in the event of absence or disability of the president.

5. The secretary of this corporation shall give notice of any meeting of the board of directors of which notice is

required, shall keep a record of all meetings of the board of directors, shall keep the seal of this corporation, if any, shall keep an accurate list of the directors of this corporation, and shall have authority to certify any records, or copies of any records, as the official records or true copies of the records of this corporation. In addition, he shall perform such other duties as are required of him by the board of directors.

6. The treasurer of this corporation shall collect and keep an account of all moneys received and expended for the use of the corporation, shall deposit sums received by the corporation in the name of the corporation in such depositories as shall be approved by the board of directors, shall make reports of the finances of the corporation to the president or the board of directors, whenever required, and shall perform such other duties as are required of him by the board of directors. The funds, books, and other records in the possession of the treasurer shall at all times be subject to the inspection, supervision, and control of the board of directors. At the expiration of his term in office, the treasurer shall turn over to his successor in office all funds, books, records, and other property of the corporation in his possession. Deposits of the treasurer shall be subject to withdrawal only upon the signature of the treasurer or such other person as the board of directors may specifically authorize in writing. The treasurer may be required by the

board of directors to furnish bond, with a satisfactory corporate surety, for the performance of his duties in the handling of the financial resources of the corporation in such amount and at such times as the board of directors may require, the premium for such bond to be paid for by the corporation.

7. The executive director of this corporation shall direct and supervise the activities of this corporation subject to the control of the board of directors, and he shall perform such other duties as are required of him by the board of directors.

8. The associate director of this corporation shall assist the executive director in the direction and supervision of the activities of this corporation, subject to the control of the board of directors, and he shall perform such other duties as are required of him by the board of directors.

ARTICLE VI

Execution of Instruments Affecting Real Property

All instruments executed by the corporation which are acknowledged and which affect an interest in real estate shall be deemed sufficient if executed by the President or Vice President of the corporation and by the Secretary or Treasurer, or any Assistant Secretary or Assistant Treasurer of the corporation, or otherwise executed as provided by specific resolution of the Board of Directors. All other instruments executed by the corporation, including any

releases of mortgages or liens of any kind, may be executed by the President, or Vice President, or Secretary or Treasurer, or Assistant Secretary, or Assistant Treasurer, or by any other person authorized by specific resolution of the Board of Directors, or as otherwise may be provided in the By-Laws.

ARTICLE VII

Indemnification of Directors and Officers

Every person who is or has been a director or officer of this corporation shall be indemnified and held harmless by the corporation from and against all costs and expenses which may be imposed upon or reasonably incurred by him in connection with or arising out of any claim, action, suit, or proceeding in which he may be involved by reason of his being or having been a director or officer of this corporation whether or not he continues to be a director or officer at the time such costs and expenses are imposed or incurred. As used herein, the term "costs and expenses" shall include, but shall not be limited to attorneys fees and amounts of judgments against, and amounts paid in settlement by or on behalf of any such director or officer, other than amounts paid to the corporation itself; provided, however, that no such director or officer shall be so indemnified: (1) with respect to any matter as to which such director or officer shall, in any such action, suit or proceeding be finally adjudged to be liable for actual misconduct in the performance

of his duties as a director or officer; or, (2) in the event of a settlement of any such claim, action, suit or proceeding, unless (a) such settlement shall, with the knowledge of the indemnification provided for hereby, be approved by the court having jurisdiction of such action, suit or proceedings; or (b) such settlement shall have been made upon the written opinion of independent legal counsel, selected by or in a manner determined by the board of directors, to the effect that there is no reasonable ground of liability for misconduct on the part of such director or officer and that the entire cost of such settlement will not substantially exceed the estimated cost of defending such claim, action, suit or proceeding to a final conclusion. The foregoing rights of indemnification shall not be exclusive of other rights to which any such officer or director may be entitled as a matter of law.

ARTICLE VIII

Amendments

These By-Laws may be amended at any meeting of the Board of Directors by a majority of all of the members of the Board of Directors. Notice of any meeting at which it is proposed to amend these By-Laws shall be given by sending by ordinary mail or by telegram to each director at his last known post-office address at least five (5) days prior to such meeting, a notice signed by the secretary setting forth proposed amendments in substance.

This is to certify that this is a true and correct copy of the By-Laws of the Kirkwood Community College Foundation.

KIRKWOOD COMMUNITY COLLEGE FOUNDATION

By_____
Secretary

ARTICLES OF INCORPORATION

OF

KIRKWOOD COMMUNITY COLLEGE FOUNDATION

The undersigned, acting as incorporators of a corporation under the Iowa Nonprofit Corporation Act, Chapter 504A of the Code of Iowa, 1966, and acts amendatory thereto, adopt the following Articles of Incorporation:

ARTICLE I

CORPORATE NAME AND DURATION

1. The name of this corporation shall be Kirkwood Community College Foundation.

2. The corporate existence of this corporation shall begin on the date the certificate of incorporation is issued by the Secretary of State of the State of Iowa and shall continue perpetually thereafter unless dissolved as provided by law.

ARTICLE II

PURPOSES

1. This corporation is organized and shall be operated exclusively for charitable, scientific and educational purposes, and for the realization and attainment thereof:

A. To maintain, develop, increase and extend the facilities and services of Merged Area (Education) X (Ten) District in the Counties of Benton, Cedar, Iowa, Johnson, Jones, Linn and Washington in the State of Iowa, hereinafter

called Kirkwood Community College, and to provide broader educational service opportunities to its students, staff, faculty, and the residents of the geographical area which it serves;

B. To solicit and receive by gift, grant, devise, or bequest, and to acquire by purchase, lease, exchange or otherwise, property, both real and personal, either as absolute owner or as trustee thereof, and to manage and administer the same;

C. To make contributions, grants, gifts, and transfers of property, both real and personal, either outright or in trust, to or for the benefit of the Kirkwood Community College, or to or for the benefit of other organizations identified and associated with Kirkwood Community College, which are tax exempt organizations under the provisions of Section 501 (c) (3) of the Internal Revenue Code of the United States of America, or acts amendatory thereof or supplementary thereto.

2. No substantial part of the activities of this corporation shall be for carrying on propaganda, or otherwise attempting to influence legislation; nor shall the corporation participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office, nor shall this corporation engage in any transactions, accumulations of funds, or any other activities prohibited to tax exempt charitable, scientific

and educational organizations at that time by the internal revenue laws and other laws of the United States of America, or any laws of the State of Iowa or any other state where such activities of this corporation are conducted.

3. No part of the net earnings of this corporation shall inure to the benefit of any director, officer or private individual except as reasonable compensation for services rendered, goods received, and other property or valuable thing which may be acquired by the corporation for the accomplishment of its purposes.

4. No dividend shall ever be declared or paid by this corporation and upon termination or dissolution all of the remaining assets of this corporation shall be distributed, transferred and conveyed, in trust or otherwise, either to Kirkwood Community College or to other organizations identified and associated with Kirkwood Community College, which are tax exempt organizations under the provisions of Section 501 (c) (3) of the Internal Revenue Code of the United States of America or acts amendatory thereof or supplementary thereto.

ARTICLE III

REGISTERED OFFICE AND REGISTERED AGENT

1. The registered office of this corporation shall be at 6301 Bowling Street Southwest, Box 2068, Cedar Rapids, Linn County, Iowa.

2. The name of the registered agent of this corporation at such address shall be Hal W. Walter.

ARTICLE IV

MEMBERS

This corporation shall have no members.

ARTICLE V

DIRECTORS

1. The number of directors constituting the initial board of directors is six, and the names and addresses of the persons who are to serve as the initial directors are:

NAME	ADDRESS
James A. Maurice	Monticello, Iowa
John G. Vernon	Marion, Iowa
Morris L. Allen	Marion, Iowa
Theodore Johnson	Cedar Rapids, Iowa
William Mineck	Cedar Rapids, Iowa
Richard Elwood	North English, Iowa

2. Any director of this corporation may be removed from office at any time by a majority vote of all of the other directors then serving whenever in their judgment the best interests of the corporation would be served by such removal.

3. All nominees for election to the office of director of this corporation shall be made by majority vote of the Board of Directors of Kirkwood Community College in accordance with procedures set forth in the by-laws of this corporation.

ARTICLE VI

INCORPORATORS

The names and addresses of the incorporators are:

NAME	ADDRESS
John G. Vernon	Marion, Iowa
Morris L. Allen	Marion, Iowa
Theodore Johnson	Cedar Rapids, Iowa
William Mineck	Cedar Rapids, Iowa
Richard Elwood	North English, Iowa

ARTICLE VII

POWERS

1. In addition to all other powers provided by law and in furtherance of its purposes, this corporation shall have the power:

A. To acquire, receive and hold property, both real and personal, as trustee for the use and benefit of Kirkwood Community College, or for the use and benefit of other organizations identified and associated with Kirkwood Community College, which are tax exempt organizations under the provisions of Section 501 (c) (3) of the Internal Revenue Code of the United States of America, or acts amendatory thereof or supplementary thereto.

B. To apply for, receive and administer grants, gifts and gratuities made to or for the benefit of Kirkwood Community College.

2. The powers of this corporation shall not be exercised contrary to the laws, rules and regulations governing tax exempt charitable, scientific and educational organizations described in Section 501 (c) (3) of the Internal Revenue Code of the United States of America, or acts amendatory thereof or supplementary thereto.

ARTICLE VIII

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Every person who is or has been a director or officer of this corporation shall be indemnified and held harmless by the corporation from and against all costs and expenses which may be imposed upon or reasonably incurred by him in connection with or arising out of any claim, action, suit or proceeding in which he may be involved by reason of his being or having been a director or officer of this corporation whether or not he continues to be a director or officer at the time such costs and expenses are imposed or incurred. As used herein, the term "costs and expenses" shall include, but shall not be limited to, attorney fees and amounts of judgments against, and amounts paid in settlement by or on behalf of any such director or officer, other than amounts paid to the corporation itself; provided, however, that no such director or officer shall be so indemnified: (1) with respect to any matter as to which such director or officer shall, in any such action, suit or proceeding be finally adjudged to be liable for actual misconduct in the performance of his duties as a

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director or officer; or, (2) in the event of a settlement of any such claim, action, suit or proceeding, unless (a) such settlement shall, with knowledge of the indemnification provided for hereby, be approved by the court having jurisdiction of such action, suit, or proceeding; or (b) such settlement shall have been made upon the written opinion of independent legal counsel, selected by or in a manner determined by the board of directors, to the effect that there is no reasonable ground of liability for misconduct on the part of such director or officer and that the entire cost of such settlement will not substantially exceed the estimated cost of defending such claim, action, suit or proceeding to a final conclusion. The foregoing rights of indemnification shall not be exclusive of other rights to which any such director or officer may be entitled as a matter of law.

ARTICLE IX

EXEMPTION OF DIRECTORS AND OFFICERS FROM

PERSONAL LIABILITY

The private property of all directors and officers of this corporation shall be wholly exempt from liability for any and all debts, obligations and liabilities of this corporation.

Dated this 17th day of December, 1969.

INCORPORATORS:

John G. Vernon

William Mineck

Morris L. Allen

Richard Elwood

Theodore Johnson

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STATE OF IOWA)
) ss:
COUNTY OF JOHNSON)

On this 17th day of December, 1969, before me, the undersigned, a Notary Public in and for said County, in said State, personally appeared John G. Vernon, Morris L. Allen, Theodore Johnson, William Mineck and Richard Elwood, to me known to be the identical persons named in and who executed the within and foregoing instrument, to which this is attached, and acknowledged that they executed the same as their voluntary act and deed.

Notary Public in and for said County
Wm. V. Phelan

FOUNDATIONS AND CORPORATIONS: NATURAL RESOURCES FOR YOUR COLLEGE

Dale A. Kendrick*
Director, College Relations and Development
Cuyahoga Community College

Two-year colleges currently enroll 34 percent of all students doing credit work in higher education. If noncredit students were counted, the percentage of persons taking advantage of educational opportunities at two-year colleges would be significantly higher.

Commendably, two-year colleges educate this 34 percent of all college students on 18 percent of this nation's higher education budget. They are, with exceptions of course, doing a respectable job of controlling the costs of education at their facilities.

Although several two-year colleges have been around much longer, it is generally conceded that the beginning of the modern two-year college was about 75 years ago when Joliet College opened its doors. Still, only in the last 15 to 20 years have two-year colleges, public and private, become a major force in higher education--an alternative that is now often a student's first choice, not a choice of last resort. The 34 percent enrollment figure speaks for itself.

But two-year colleges, again with the usual exceptions, have compiled an unimpressive if not dismal record of seeking and procuring private funds. With 34 percent of this nation's college students, two-year colleges procure only 1 percent of the total private philanthropy directed toward higher education.

When confronted with this statistic, many two-year college administrators bristle; some lapse into rationalizing; others lunge in defensiveness; still others mutter incoherently about something they don't understand. Some typical quotes might go:

> "...but this college is only fifteen years old. We haven't had the time to develop a base of support for private donors."
>
> "...but we've never needed to solicit money for special projects or exotic research. We're not a four-year university."

---

*Kendrick is now affiliated with Dale A. Kendrick and Associates, Cleveland-Kansas City.

"...but our alumni simply are not as rich nor as loyal to us as they are to the university from which they've graduated."

"...we've tried, but we just can't compete with the prestigious names and fund-raising staffs of the four-year and graduate schools."

"...but we can't afford a development office. If we're to keep costs down to attract students, our administrative overhead must be kept low and fund raising is simply not a priority."

"...but what does fund raising have to do with education?"

"...Two-year colleges specialize in the teaching/learning process. We strive for innovation in education, and we don't have the time or the money to spend at the country club with company presidents to raise funds we don't know what to do with."

Other administrators offer the crustier and more direct reactions:

"Look, before becoming the president of this public two-year college, I spent 27 years as a teacher and administrator in public school systems. I didn't have to raise private funds then, and I'm not about to start now."

"As president of this college, I'm not about to spend my time going around begging for money. I was hired to administer and make executive decisions, not to carry a tin cup around."

Still others give this patronizing response:

"I really am sorry, Sue, but I had to turn down your request for $6,000 for postage in your 'so-called' direct mail campaign. As you know, we've just hired a new Vice-President for Gadgets, Bells, and Whistles and his special assistant in charge of routing slips, erasers, inventory, and executive whipping privileges. We need the money to convert two of our classrooms into their offices."

Exaggerated examples? I hardly think so. These examples vividly point out some real obstacles confronting professionals concerned with running an effective development program for their two-year college.

OBSTACLES TO OVERCOME

The four major obstacles to more effective two-year college development programs are:

1. The tendency to compare two-year colleges and their purposes to four-year or graduate institutions and to compete on the same basis.

2. A feeling by two-year college administrators (though seldom admitted) of inferiority to larger, more prestigious institutions when approaching, or being approached by, community and corporate leaders.

3. A false sense of priorities relating to the need for and importance of private funds. This may be the result of the relatively large numbers of "Mr. Collegiality" or "Mr. Technical Specialist" serving as college president. Or it may be the result of an overwhelming preoccupation with innovative education, accompanied by tunnel vision as to how far the college's constituencies will go to support "innovation" (witness the plight of elementary and secondary education).

4. The pragmatic administrators who believe that educational institutions can be patterned solely after the corporate operating models but who lack the sensitivity (and sense) to realize that higher education has done many things right in the past, including compiling a phenomenally successful track record in philanthropy. Thus, computers, which can only cost or save money, take precedence over development programs which, if properly managed, can only generate new money.

These obstacles are difficult, in a perceptual sense, to overcome, but they are certainly not impossible.

HOW TO CLEAR THE HURDLES

First, why would two-year colleges even want to compare themselves, in an overall context, to four-year and graduate institutions? Our missions and purposes are different, period. Granted, some similarity in some programs exists. But the two-year college is a unique American institution. Our growth attests to the validity of our purpose. We offer different products for different people in ways that are different from

the rest of higher education. Our understanding of this, and our recognition and appreciation of our own success, eliminates the need for useless comparisons.

And does your president cower in the corner at national higher education conferences at the sight of "eminent educators" from Harvard, Yale, Northwestern, and so on? Do you do the same at district and national meetings of CASE? Is it because you feel institutionally inferior or professionally awed by the presence of representatives of big name institutions? If so, shame on both you and your president. We need to bolster our educational pride. Our faculty members teach; our students learn--and learn well. At Cuyahoga Community College, 93 percent of our 1977 graduates work in fields related to their education. I'll match that with any collegiate institution.

Education is defined by Webster as "the action or process of educating or of being educated." The definition does not mention exotic research. It does not mention athletic programs. It does not mention dormitories, sororities, or fraternities. All of these things, and many more outside the realm of Webster's definition, are optional items in which four-year and graduate schools may elect to participate. But whether or not they participate, their main mission is and will continue to be education, our own specialty by our own choosing. We have no need to apologize for doing a good job.

If you want to talk about inferiority, then think about these questions:

> Who responded first to the phenomenon of older adults returning to higher education?
>
> Who responded quickest to the demands made on education by women wanting to re-enter the job market?
>
> Who responded first with education as a productive alternative to unemployment?
>
> Who responded first with open admissions concepts to lower the barriers to higher education existing for minorities and persons low on the socio-economic scale?
>
> Who responded first with flexible, part-time day and night course offerings for those who found contemporary educational structures impossible to penetrate?

Who responded first to the back-to-basics call in higher education without dismantling liberal arts offerings?

And who responded first to the needs of the potentially capable student who required brush-up, remedial, or developmental education skills?

Think about your answers. Think about what institutions are just now adapting their programs to respond to these needs. Think seriously about who is copying whom--and then conclude for yourself who's leading in education, who's following, and whether two-year colleges should feel inferior to any educational institution.

The conclusion should help you overcome the first two obstacles--trying to compete with universities and the "kiddie kollege" perception of inferiority. The last two obstacles--preoccupation with innovation and tunnel-visioned pragmatic administration--can be addressed only by you, your commitment and dedication to your profession, your sales ability, and your desire to use your colleagues and professional organizations such as CASE in making sure your top administrators understand the need for a sound program of private resource development.

WHAT TWO-YEAR COLLEGES ARE WORTH

You may be wondering what this has to do with foundations and corporations as natural resources for two-year colleges. It has everything to do with it.

Development officers must understand that two-year colleges exist to educate. In so doing, and in being free of the more rigid university structures, two-year colleges have fostered many innovations in higher education, some of which are now being copied profusely by senior institutions. What does this mean to us, to foundations, and to corporations? Why do I think that being the very best of what we are can increase our 1 percent share of the private philanthropy going to education itself? Let us first look at the corporations.

Two-year colleges save corporations money and time in these ways:

1. Lower tuition costs allow more employees to maintain up-to-date job skills at lower cost, whether the employee or the employer pays the cost of tuition.

2. Two-year colleges offer unprecedented flexibility in course offerings allowing employees to attend college without interfering with the normal work period.

3. Two-year colleges can tailor educational programs for specific industrial (even individual corporation) demands quicker than senior institutions and thus save the corporation time and money spent for training and retraining.

4. Generally, there is some degree of local control over two-year colleges. The colleges are more likely and able to respond to changing local employment/education situations quicker and more specifically than senior institutions.

5. Two-year colleges have traditionally worked closely with local industry to set up education or training programs on-site, a much less costly and less time-consuming approach than taking employees to where the education is.

6. Corporations need employees with diverse educational backgrounds. Two-year colleges provide the entire range of education--the first two years of a traditional college degree, associate degrees, certificate programs, technical and/or job training programs, seminars, and workshops.

7. Through the use of corporate employees as part-time lecturers and adjunct faculty members, an industry can promote community good will, provide a valuable community service, and keep employees up-to-date with the latest education concepts.

8. Corporations can draw upon the expertise and experience of two-year college administrators and faculty members for special projects requiring unique educational resources or expertise, particularly in community-related projects.

9. Because two-year colleges, by their very nature, must closely monitor and respond to changing short-range employment conditions, corporations can look toward two-year colleges for future local employment planning data and/or opportunities for joint planning and forecasting in this area.

Obviously, this list includes some items that do not apply to more specialized two-year colleges. On the other hand, the list does not include some items that very progressive two-year colleges have implemented. Regardless, these items tell a compelling story to corporate top executives about why their support of two-year colleges is in the best interest of their industry.

What about foundations? Generally, foundations can be viewed as either instruments of social change or protectors of the status quo. They are trusted with the distribution of funds in varying amounts for varying reasons. In almost all cases, the funds being distributed are the interest earned on private trusts established through the accumulation of individual or corporate wealth. In other words, the worlds of corporations and foundations are intimately intertwined.

Generally, but by no means universally, what is thought of as good for business is acceptable to foundations, though the approach to the latter is more often than not couched in social, not business, jargon. The bottom line, however, is often the same--an improved business climate. For this reason, foundations have many legitimate interests in two-year colleges, especially because of the differences between them and four-year institutions:

1. reduced educational delivery costs;

2. innovative and alternative approaches to education;

3. responsiveness by colleges to community and corporate needs;

4. educational approaches to social and community change;

5. educational concepts that reduce barriers to social classes historically denied access to higher education;

6. improved management of educational facilities.

Against this backdrop of corporate and foundation interest in two-year colleges, there is no question in my mind that two-year colleges have greatly underestimated their own worth to corporations, corporate foundations, and foundations in general.

One outgrowth of this underestimation is that two-year colleges, for the most part, have not developed an orderly process or structure for approaching foundations with proposals. As a

result, many faculty members have simply approached what he or she felt was an appropriate foundation with a proposal to fund his or her pet project. Although many of these proposals have had merit, some have bordered on the outrageous. Result: an institutional credibility gap--a price no institution can afford to pay.

Approaches to corporations and foundations must reflect the mission and purpose of the institution signing off on a proposal, regardless of where in the institution the proposal originates. Consistency in the style, manner, and purpose of each approach will build institutional integrity and, hence, greater opportunities for potential funding. A hodge-podge approach, with little understanding of the foundation or corporation being approached, can be devastatingly fatal to present and future requests for funding, regardless of the proposal's merits.

Two-year college officials charged with development responsibility must make certain that high level administrators, faculty, and trustees understand the need for a sound, consistent institutional approach to seeking funds from corporations and foundations. It is also your job to know the corporation or the foundation, its procedures, its purpose, its personnel, and its quirks. You will also have to draw up institutional guidelines and procedures for approaching any and all foundations or corporations. No one will do that for you. And then you must "sell" these guidelines to the administration and faculty and be prepared to enforce them. You and your college cannot afford "end runs" by individuals. At the least, your integrity as a professional is at stake. At the most, your college could be the subject of executive board room jokes and humiliation. Neither situation is tolerable.

Books on the intricacies of corporate and foundation relations are plentiful, and there are more "experts" on foundations than there are foundations. What I want to emphasize, based upon my experience, is that corporations and foundations are natural resources for two-year colleges--sources of funds that might not be available elsewhere.

To get them, however, you must:

1. Recognize your college for what it is--unique, special, and resourceful.

2. Stop trying to play blackjack at the craps table. Compete in the game you know best--your college.

3. Reject the notion that corporations and foundations somehow see your college as inferior.

They don't. If you do, don't talk to foundations or corporations.

4. Gain executive commitment from the president to plan and execute a sound program of foundation and corporate relations, including internal procedures and guidelines. If you don't have the commitment in writing, don't start.

5. Subscribe to foundation directories, know your local foundations and corporations, attend workshops, talk with colleagues, read all that you can get your hands on. You'll need it.

6. Be professional at all times--you're in the big leagues now.

HOW AND WHERE TO FIND DONORS

Carolyn Raffa Fazio
Former Director of Philanthropic Research
and Director of Alumni Affairs
St. Mary's Junior College

What's the phone number? Check the directory.

How do you spell it? Look it up in the dictionary.

What's the flight number? Read the schedule.

Simple, direct research saves time and effort and avoids ambiguity and error.

This premise applies to philanthropic research. In every development effort, it's essential to study and analyze potential donors. Knowing the deadline for grant applications and and knowing that the foundation trustte is an alumnus of the college are examples of research details that have an important bearing on development strategy and activity.

For the purpose of clarity, this article will discuss research techniques and sources of information by type of donor/grantor: public and private (foundation, corporate, and individual). A bibliography following the discussion will give publication and service references. There is a wide variety of philanthropic research literature available. I based my recommendations upon a review of the information offered in relation to the publication/service price.

FIRST, THE PRIORITIES

Before you begin any philanthropic research, you should define the programs, services, and goals of your institution. Draw up and review a list of primary and secondary areas of need. This list provides the first data with which to begin researching sources of funding. Too often, an institution becomes aware that Donor X is interested in a particular field and then creates a project in the hopes of having it funded. The commitment to such a project will be questioned, since it is: (1) artificially manufactured and (2) dependent upon X's funding.

Research and subsequent proposal preparation are more productive when you've clearly defined the institution's priorities. Obviously, you may need to refine and/or modify objectives. But the basic, valid commitment remains constant, and the researcher is prepared to begin the task.

THE PUBLIC ARENA

The complexity of guidelines, bottom lines, and deadlines often dampens the enthusiasm of the best researchers. Many of the major nonprofit institutions (especially educational) are now establishing Washington-based "watchers" to keep abreast of developments in federal granting opportunities. Smaller colleges are forming consortia for the same purpose. However, each institution must still do its own research of available public monies.

Begin with a review of the Catalog of Federal Domestic Assistance. This publication provides a basic data sheet on all federal programs and administering agencies. A similar volume you can use in conjunction with the above is the Catalog of Federal Education Assistance Programs. Full guidelines are available through the individual granting department. Proposed rule changes and all regulations are published in the Federal Register.

Information on cultural programs can be found in the Cultural Directory, a good basic reference volume. The National Endowment for the Arts and the National Endowment for the Humanities each publish annual program guidelines. You can research funds available from each state for cultural programs in Millions For The Arts. A publication that may be of particular interest to researchers is the National Trust for Historic Preservation--Guide to Federal Programs.

THE PERSONAL TOUCH

Reading, listening, and developing personal contacts are key research techniques. Printed information only scratches the surface. The researcher must make personal contact with the appropriate office to get a clear understanding of available potential support. An excellent publication to help find the right person in the right agency is the United States Government Organization Manual. Another source that has a separate volume for state and local contacts is Braddock's 1979-80 Federal-State-Local Government Directory.

CASE's Federal Affairs Handbook is an invaluable research aid that includes basic data on available grants and application procedures, a select bibliography, and pertinent Congressional data.

One advantage of researching sources of public funding is that there are clear, printed guidelines to follow and set publications into which all information must flow.

EXPLORING THE PRIVATE WORLD

The true test of philanthropic research is in the private arena. Foundation Facts, published by The Foundation Center, is the most comprehensive source of information on private foundations. The Center's Library is headquartered in New York City, has a second office in Washington, D.C., and has regional collections throughout the country. An inexpensive, helpful publication is About Foundations: How to Find the Facts You Need to Get a Grant, which is a guide to the use of Foundation Center materials.

An essential publication for every fund development office is the Foundation Directory, which provides information on major foundations alphabetically by state. It is indexed according to both area of interest and trustee by name. The Foundation Center Source Book and Where America's Large Foundations Make Their Grants should also be available in a good institutional development library.

Periodicals hold a wealth of information for the philanthropic researcher. Among those most useful are Giving USA Bulletin, Grantsmanship Center News, and the Foundation News--a bimonthly publication that provides insights into funding trends and foundation developments. In addition, Foundation News contains the Foundation Grants Index, a state-by-state listing of all grants of $5,000 or more made by private foundations. You can purchase the Index separately for use in conjunction with the Foundation Directory.

Not all foundations publish annual reports or guidelines. Those that do will usually mail reports to the institution upon written request. Foundation reports and IRS Returns (Form 990) are available for review at the Foundation Center libraries. You can purchase 990's on microfilm through the Center, review them at the filing foundation 180 days after the filing date, or obtain them from the IRS by state. These provide data on the officers and activities of the foundation during its most recent fiscal year.

Data on foundations within a specific geographic area are published in several ways. In some states, such as Ohio, the Office of the Attorney General produces a book containing this information. In other areas, such as Minnesota, private companies gather and publish the data.

A very successful service available to researchers is the Foundation Center's Associates Program. Research updates; specialized, computerized grant searches; telecom assistance; and other information-gathering assistance are all part of this program. It is especially valuable to researchers at institutions not near one of the center's major library collections.

THE PEOPLE IN POWER

Once you've assembled the source materials, the real research work begins. Foundations are not entities in and of themselves. They are made up of people--staff and trustees. Always remember to check the list of foundation trustees and executives against the names of the institution's constituents. Once you've selected several foundations from which to seek funds, circulate to your institution's board of directors the names of all trustees associated with those foundations. This extra bit of research often yields invaluable personal contacts.

It is vital that the researcher keep abreast of developments in the private philanthropic sector. Get to know the foundation personnel, even when you are not in the midst of preparing a grant application to that funding source. Request that the institution be placed on the foundation (or corporation's) public relations mailing list so that you don't miss press releases. This is particularly helpful at corporations where the executive charged with corporate giving usually has many other responsibilities. That person's transfer might go unnoticed, but it is important to your development data files.

CORPORATE CONNECTIONS

While there are strict IRS rules governing the distribution of funds from private foundations, there are fewer guidelines for corporations. Few major corporations in the United States have a 5 percent (income before taxes) philanthropy program. Consequently, information available on corporate giving preferences and procedures is much less detailed or organized than that pertaining to private foundations.

Become acquainted first with corporations and businesses in the local geographic area. Annual reports, available without cost, provide a good starting point. Local and state Chambers of Commerce often public profiles on leading businesses in the area. Look close to home. Check with the institution's purchasing agent and draw up a list of corporations that are the institution's major suppliers.

At the regional level, check business and trade publications within the geographic Federal Reserve District. For example, Corporate Report Fact Book and Who's Who in Upper Midwest Business are published specifically about corporations conducting business within the 9th Federal Reserve District. Another source of corporate information is the state Department of Economic Development, which usually produces a directory of manufacturers.

For information on major national corporations and their philanthropic support programs, reference works of particular help include the Council for Financial Aid to Education Casebook, the Guide to Corporate Giving, and Profiles of Involvement. Standard and Poor's Compcard Service has saved nonprofit institutions countless hours in compiling corporate research. Data are available by a variety of selectors (most useful: by geographic area, by Standard Industrial Classification number, or by executives within a geographic area). Print-outs include corporate name, address, sales volume, number of employees, and names and titles of senior executives. Because the service is computerized, this information is much more current than what is available in either the Standard & Poor's Register or the Dun & Bradstreet Directory.

Finally, review the institution's own constituencies (alumni, parents, friends) for corporate affiliations. As in the case of selected foundations, circulate the names of corporations and corporate officers to the institution's board for further refining of philanthropic connections.

THE INDIVIDUAL STORY

The major source for research on potential individual donors is the institution itself. Its constituencies all have a particular interest in the success of the institution. In the case of potential major donors, compare their involvement with the institution against their other work for the community. Many organizations, especially health and cultural, publish annual lists of donors. Compare these and chart the patterns of involvement and giving by individuals within the community.

Become personally acquainted with the institution's constituents. Attend Alumni Weekends, and ask the alumni director to include fund development personnel in alumni plans and activities. Work with the director of admissions to receive information on student parents. Most students have no objection to providing this information and it enables the researcher to produce geographic and/or corporate profiles to strengthen the institution's case for support.

TECHNIQUES, TIME, AND TALENT

A few words about organization are in order. Good research is retrievable research. Scraps of information on scraps of paper are useless. Set up a reference filing system cross-matched by funding source and area of interest. This makes matching institutional needs with available funding sources more efficient and thorough.

Research is a personal art. It is the ability to comprehend details and relate them to the whole. It is the ability to become familiar with the people and the programs that comprise the philanthropy.

The role of the researcher is not an easy one. Many times, the institution looks for instant answers and instant results. Fund development specialists at the major educational institutions now agree that a successful development effort is 90 percent dependent upon careful, thorough research. Philanthropic research requires time and talent--and a great deal of patience at all levels.

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Ten Steps to a Million Dollar Fund Raiser

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WANT TO WRITE EFFECTIVE PROPOSALS?

Carolyn Raffa Fazio
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The "art" of proposal writing is both overrated and underestimated: overrated as to the mystique and magic involved and underestimated as to the care and effort required.

Proposals prepared for federal and/or state consideration usually contain volumes of information presented in a format designed by the bureaucracy to which the request is addressed. In contrast to this highly structured format, proposals to private philanthropies, both foundation and corporate, often are prepared without available guidelines on preferred procedure, documentation, or style. This article offers some needed guidelines.

Before you write a proposal, you must:

1. Clearly define the case for support. The proposal writer must have and understand the data explaining the nature of the project. Translate academic jargon into more common vocabulary for both the writer and anticipated readers.

2. Accurately specify the financial details of the case. Project costs, sources of funding, and relationship to the institutional budget are essential facts to provide a proper perspective to the proposal-writing task.

3. Research and cross-match philanthropic prospects (insofar as possible) with the project.

4. Make certain your institution is committed to the project, both conceptually and financially. You will save many hours and much frustration if you have this commitment in hand before you prepare any proposal.

When you've accomplished each of the above, you can begin to draft the actual proposal. There are many publications written concerning the proper method of proposal presentation. I prefer and recommend the following format:

1. Letter of request
2. Supporting materials
3. Attachments

The letter of request is much more than a cover letter. It clearly but briefly (in two or three pages) defines the project, the rationale, and the amount of funds being sought. This letter will be reviewed first by the philanthropy's staff. Clarity and completeness will help expedite action and may result in a favorable staff reaction to the proposal. If the staff can learn the "what, why, and how much" of a project in two pages rather than 20, that understanding will make a difference.

There are important mechanical aspects to the letter-writing:

1. Address the letter to the philanthropy's correct executive, never "Dear Sir."

2. Submit the letter on formal, institutional stationery.

3. Never submit a photocopied letter with a superimposed insider address and salutation.

4. Be certain the full name of the recipient organization is used in the body of the letter.

5. Describe the project in simple, direct language. Refer to the participants, audience, and impact of the proposed activity.

6. Specify the precise amount of funds requested. Simply stating the project's overal cost is not enough. What percentage of that amount are you seeking?

7. Include a general time frame for the funds needed, such as, a one-year grant, a three-year graduated grant, and so on.

8. Carefully check grammar, spelling, and typing accuracy.

9. Obtain signatures of proper authorities. Many philanthropies now require dual signatures: the institution's president and the chairperson of the associated board. Joint signatures at this level reflects the institution's full knowledge of and commitment to the proposed project.

Supporting materials must do just that--enhance and corroborate the case for support. These may include:

1. a more detailed narrative of the project (only if necessary);

2. a complete breakdown of the project's anticipated income and expenditures, including funds actually committed by the institution and/or other philanthropies. (Donors often prefer to participate in a joint effort rather than be the sole source of revenue.)

3. a printed case statement or funding brochure showing the relationship of the project to the institution's overall direction;

4. general institutional information, especially helpful if the foundation or corporation is not particularly acquainted with the work of the institution.

Attachments are not afterthoughts. They are carefully selected, often mandatory, components of the proposal. Among those an institution might include are:

1. statement from the Internal Revenue Service (IRS) indicating institution's nonprofit status (the 501 (c)(3) form)--a mandatory attachment;

2. statement from the IRS indicating institution's educational status (the 509(a) form)--submit if applicable;

3. list of institution's board members indicating their professional affiliation;

4. institution's annual report;

5. institution's audited financial statement (if not included within the annual report) for the most recent completed fiscal year;

6. qualifications of project personnel, if applicable;

7. any other item(s) beneficial in support of the request.

Supporting materials and attachments may be reprints. However, you should monitor the quality of the copy. Prospective donors know that the cost of proposal submission is increasing. They are not interested in fancy binders and high-gloss photos. They are concerned that a requesting institution uses available resources judiciously.

The purpose of the proposal itself merits separate consideration. While acquiring funds is the obvious and stated goal,

there can be several other effective uses of a proposal. For example, an institution new to fund development within the private sector may submit proposals to major philanthropies to acquaint them with the institution's work. If properly organized and prepared, this "proposal exercise" can have longer term success, usually when the institution submits subsequent proposals. What counts is that the institution has made a bridge to the foundation or corporation via the first proposal.

In another instance, an institution might submit a proposal to a foundation to gain the attention of a particular executive or trustee. This is effective in sparking an individual's interest, especially in a developing institution. You should follow this initial contact with a personal approach to secure that person's volunteer assistance for the institution.

When you assemble all the elements of the proposal, review each and every one: the case, the financial data (including simple arithmetic), the supporting materials, the institution's commitment to the project. At this point, the writer and the project originator are much too close to the topic to perform an objective review. Have someone not connected with the project--a faculty or staff member, or student--read what has been written. If this individual can comprehend and verbalize succinctly the "what, why, and how much" of the proposal, it is ready for final processing. Gray areas show up very quickly when this in-house review takes place. The added effort ensures that the product reaching the philanthropy will be as clear as possible.

A proposal is only the beginning of an on-going relationship with the philanthropy. An institution must make every effort to involve the donor, or potential donor, in an understanding of the project. At the proposal stage, this is most often accomplished by encouraging the philanthropy's staff to visit the institution, meet project personnel, and discuss the project in depth. If the project is funded , the same persons who signed the letter of request should send acknowledgements. Provide periodic progress reports on the project, whether or not this is a stated grant requirement.

Most important, you should remember that proposal writing is an effective communication method, not an impersonal verbal-agility contest. A proposal must offer an insight into the institution and its approach to real needs. A proposal, no matter how well written, does not alter the essence of the project. It's the project that will be judged on its merits, and it's the role of the proposal to communicate those merits. The proposal writer must present the case intelligently, realistically, and honestly. This is, in fact, the "art" of proposal writing.

Emphasizing the "Community" in Community Colleges

BUILD CITIZEN UNDERSTANDING

Roger Yarrington
Vice President
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Junior Colleges

The advent of "13 fever" should spur public two-year colleges to redouble their efforts in community relations. California's passage of Proposition 13 and the resulting national interest in tax cuts threaten to reduce resources for many of these colleges. Our one hope: to build citizen understanding of the services we provide and how these services are financed.

Our communication efforts should be ongoing, not just a reaction to "13 fever." Still, when tax cuts face the voters, we must translate the proposed reductions into language the public can understand.

We must show what the cuts mean in terms of college services. One important impact: Tax cuts that sharply reduce our programs usually have the biggest impact on those who have no other college options.

Telling people in the community what educational services they get for their tax dollars requires constant work. Otherwise, our message will never get across.

The two-year college president plays the key role in mobilizing the college for this community relations task. He or she is the college's chief representative to the public. The president is the leader in liaison with local opinion leaders and decision-makers.

In my view, community relations will be at the top of the president's list of responsibilities over the next few years. Two-year college presidents were chiefly builders and developers in the expansive '60s. They needed to be managers in the early '70s when the task became how to do more with less. But now their most important role is to interpret the college to local citizens.

He or she must convey what the college is doing, for whom, and with what success. To be understood, the president must speak in language designed for the average citizen, not in figures for the state auditor.

While redoubling his or her own efforts, the president also must marshal all of the college's resources. Chief among these is a competent professional staff to run the public relations program.

The PR professional in a community-based college has an interesting assignment. The audience is close at hand. Ideally, most of it actually participates in some part of the college's program. And, because community service is so central to the institution's mission, the entire institution can be--and should be--involved in community relations.

The president and PR staff must enlist the faculty in the campaign. For example, a history teacher is working in community development through the discipline of history.

SERVE LOCAL NEEDS

The community supports its public two-year college; it provides the college's students and trustees; it furnishes jobs for the college's graduates. For all of these reasons, the institution should be a community relations college. But there is an even more important reason: The two-year college exists solely to serve local postsecondary educational needs.

To do this effectively, the college must:

1. assess these needs;
2. respond to them;
3. evaluate their success; and
4. report to the community.

Community relations cannot be an afterthought or an incidental concern. It must be central to the whole enterprise.

How can you best reach out into the community? Here are two basic strategies. The first is to work out cooperative arrangements with existing community networks. The second calls for operating out of numerous locations.

One good approach to the first strategy is the community forum idea being developed by the American Association of Community and Junior Colleges (AACJC). Through this, the community college can be the local bease for ongoing community forums on critical local issues. For example, with tax reform bills looming in many states, colleges can develop informed discussion of the issues--and perhaps help develop community consensus on some points.

You can base such forums on material like this fall's Courses by Newspaper materials on taxation (More on Courses by Newspaper later in this article.)

A special asset of the community forum idea: Most colleges involved in the project work with 20, 30, 40, or more community service agencies on each forum. They don't just invite members--they work with the organizations through the entire planning, implementation, and follow-up process. Specialists in community relations, community services, and various disciplines work as a team with a large number of persons from the community to pinpoint concerns and ways the college can address the concerns.

Another way to take the college's resources to the community is the growing practice of community colleges operating out of more and more locations. A couple of years ago 30 community colleges in Florida were operating out of more than 1,000 locations. Coastline in California uses more than 100. Chicago City Colleges and San Diego Community College each offers services in about 400 sites.

Whatever the number, the practice places the college, its services and resources, close to a larger number of people in the community. It puts the college and its people into business with other institutions and agencies: schools, libraries, hospitals, offices, factories, churches, apartment houses, prisons, and many others.

Colleges can also work cooperatively with the community--and involve more faculty and staff members--by using volunteer services in a community agency as a structured learning experience. Colleges give credit for this work, a concept which AACJC helped to develop several years ago.

Another idea: Institutions can assist in many community research and development functions--in health, transportation, education, business, and industry. We've already been doing some of this work, especially training skilled person-power for these fields.

Such training also points to another way for more community involvement: Our institutions can work to meet the growing in-service training needs of local business and industry.

INVOLVE THE MEDIA

The mass media are crucial to community relations. Develop strong relationships by working on something positive--together. One way community colleges have done this with the media is through Courses by Newspapers. This project involves the college and its people in a working relationship with the newspaper on a jointly sponsored educational program. The college reaches a previously untapped audience--with the help of the newspaper, which becomes a partner with the college.

The same thing can happen through cooperative arrangements with public and commercial TV stations--also with public radio. Quality courses, developed especially for outreach to the community, are available. More than 400 colleges use such courses with good results--in both community education and community relations.

All of these efforts involve more of the institution in serving more of the community.

TELL YOUR STORY

Again, it is vital that we report to the community on what we are doing. This sounds simple, but, as those of you who have tried it know, it's extremely difficult. And I think it's going to get harder. The reason: Our institutions, their services, the many kinds of people we serve, the idea of what success is--these are all getting more complex.

We're working against ourselves when we continue trying to explain our services and people in terms of full-time equivalents (FTEs). Because now fewer than half of our students attend full-time to work toward a degree, the FTE figures tell only part of the story.

Arlon Elser of the Kellogg Foundation recently recommended that colleges keep two sets of books: one for professional auditors and one for the public. I propose the same approach for other college data: One set conforming to the requirements of state laws and policies and one set in terms the public can easily understand.

I think we should talk in terms of people served--and ratios of people to the total adult population. One large district, Coast in California, can report that it serves one-half of the adult population each year, in unduplicated head count. That is putting service in terms the public can understand and appreciate.

KNOW YOUR MISSION

We need to develop a common understanding among ourselves of what we are about. Terry O'Banion, executive director of the League for Innovation, a national consortium of community colleges, recently said that community colleges today do not have a clear sense of mission. William Craig, chancellor of the California system of community colleges, has said that our institutions are undergoing an identity crisis.

We can't marshal community support for what we are doing if we are unsure ourselves.

Our job is to discern the needs of the community, to develop needed services, to evaluate our success, and to communicate all of this to the public. When we do this job well, we are truly community colleges.

This article appeared in February 1979 CASE CURRENTS.

PEOPLE POWER IN YOUR DEVELOPMENT PROGRAM

Nanette J. Smith
Executive Director
Edison Community College
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Thinking about volunteerism and its application to community college development causes me to reminisce about my childhood, most of which was spent in Lakeland, Florida, "The citrus capital of the world." Our home was in the middle of a large, working orange grove, whose lucious fruits ultimately supplied the nation's breakfast tables with juice.

On the way to school each day, I walked past another grove. It was old and unkempt, with spindly, scraggly trees. Weeds covered the once-plowed ground. The few oranges produced were knobby, and much of the malnourished crop fell to the ground before it matured.

There's an analogy here with community colleges and their development programs. The community is the broad base that gives strength and support to the college. The college board of trustees grows out of the community and is responsible for the total growth of the college. Then there are the sturdy primary limbs of the administration and the all-encompassing limbs of the faculty. Finally, there are the career employees who perform vital tasks to keep all areas of the institution running smoothly.

And then there is the product, the fruit--mature, perfectly ripened, given just the right conditions for growth--a proud product that has reached its potential in the best possible surroundings.

The difference between the oranges in our grove and the oranges in the other grove? They both were in the same geographic area and received the same amount of sunlight and rain. But the difference was people. People came to our grove. They analyzed the situation, found out what was needed to bring the fruit to optimum condition, and then they followed through. They provided the extra things--sometimes cultivation, sometimes extra nutrients.

That's what volunteers can do for a community college through a development program. They can bring gifts of time and talent and can supply the material elements needed to make our product--our students and our community--better. Volunteers can be the "extra added ingredient" that makes the community college extraordinary.

BUILDING A VOLUNTEER PROGRAM

The successful volunteer program begins at the top, in the board of directors of your foundation or endowment corporation.

First, the board must have the enthusiastic support of the trustees of the college. The college trustees must be represented on your foundation board and must want it to work to enhance the mission of the college. Our college has four trustee representatives on the endowment corporation--one from each of the counties in the college district, plus one "at-large" member. This representation ensures that there is no conflict between the mission and work of the college trustees and the direction of the endowment corporation board.

Second, the geographic area served by the college should be represented on the board. If you serve several counties or cities, each of the major areas should be represented.

Third, constituent groups of the community should be served through a balance on your board. You should, ideally, have representation from men, women, business, labor, and minority groups. In some areas this is difficult, especially in view of the fourth point--that all members of your board should be peers. Whatever level of board member you select, all members should be at that level. For example, if you elect to have a middle management board, with bank vice presidents and plant managers, be consistent throughout the board membership. If you decide on the chairman-of-the-board level, keep your membership consistently at that level. In this way the board members will be comfortable with each other and will work together more effectively. They have a common ground from which to work, and many times this will work to the advantage of the foundation.

HOW VOLUNTEERS CAN HELP

The president or the chairman of your foundation board must be your number one volunteer. He or she must have time, enthusiasm, and interest to offer the foundation. I can think of no better example of this than our foundation president, Jody Hendry. Mrs. Hendry, a member of our District Board of Trustees, is a prominent community leader. Married to one of the area's leading attorneys, she is active in civic and social organizations and has earned the respect of the community. I sincerely believe that the endowment is seldom out of Mrs. Hendry's mind. She is constantly on the lookout for things that would benefit the college and the endowment. During the past few months, for example, she has brought in several thousand dollars in cash, a couple of wills and 16 prime building lots in the state of Maine--just by being a

good listener and putting in the right word at the right time. She works primarily be telephone. She phones in ideas, and she dictates letters by phone. It's important to select a foundation president who has the contacts, and the interest, and who is creative enough to see how he or she can use these to the advantage of the college. Mrs. Hendry believes in Edison Community College and the education it offers. Her enthusiasm just can't be ignored by those she contacts.

TIME AND MONEY

As I stated, volunteers can mean time and money to the community college. Mrs. Hendry is also an example of how volunteers can mean money to you. First, your volunteer can help you to design individualized giving programs to suit the donors. To do this, you must know the prospective donor. Who knows the prospect better than his or her peer? One example of this occurred when we needed funds for our annual pinning ceremonies for the nursing students. Decorating a hall, buying flowers, and providing refreshments for 300 people cost money. And nursing students generally aren't affluent. So each year we found ourselves searching for a couple of hundred dollars to pay for this pinning ceremony. Mrs. Hendry offered this idea: Why not seek an endowment which, when invested, would provide sufficient income to pay for the pinning ceremonies in perpetuity? And who would be interested in such an endowment? How about a prominent surgeon, now retired, whose father was the first doctor in our area? She contacted the surgeon with the idea: If he would provide this endowment in honor of hiw father, the ceremonies would be dedicated to his father and a member of the family would be invited to participate each year. The son was delighted. We prepared a certificate and letter from the college president; we gift-wrapped the certificate so the son could use it as a Christmas gift for his father. The newspaper published a big picture story on the father, the honor, and the tie-in with his medical career. The money is now invested, and each year provides funds for the pinning ceremony.

Your community volunteers can be good "sounding boards" for you as you plan and explore ideas. A community leader can, over a lunch hour, listen to your ideas and tell you how the community might receive them. A community leader can suggest ways to package the idea to attract potential donors. He or she can keep you from making mistakes by alerting you to potential trouble spots. He or she may know some background on persons in the community that would help you make plans. Perhaps an individual is interested in certain types of activities or programs. Perhaps an individual has been active in certain business or cultural ventures that would make him or her a likely candidate for specific college foundation

programs. For example, one prospective donor had been a successful Broadway actress. To interest her we designed a scholarship program. The resulting endowment will provide a perpetual tuition scholarship for the top theatre student.

Volunteers can open doors that might otherwise remain closed to you. A friend of the college, with one telephone call, can set up a luncheon appointment with a retired oil corporation chairman that might result in an endowment. A call from you, or even from your college president, might do no good. A volunteer who is known and trusted by your prospect can put you in touch with persons who may be very important to your college.

Volunteers can make the way smoother as you contact attorneys, bank trust officers, and insurance underwriters--people who are in positions to assist your foundation. A word from one of their friends who is a volunteer for your college foundation can do wonders. Because of the "good words" offered by friends of Edison, three donors mentioned our college in their wills, which have provided more than one half million dollars for our endowment corporation. You don't have time to talk with every attorney, trust officer, and insurance agent in town. Your volunteers do, and would probably be happy to have the opportunity to do so.

Volunteers can benefit your college's foundation by helping you plan social activities or cultural events to recognize donors. At Edison, the big event of our foundation's year is our annual Board of Patrons dinner. Our patrons are individuals or representatives of corporations who in the past three years have given a minimum of $1,000 to the foundation in a single year. To date we have 65 members on this honorary board. They are special guests at a lovely dinner, and we treat them to a special performance of a play or concert. During the year, we invite them to attend arts and athletic events as guests of the college. The patrons' dinner has become such an attractive event that several people have donated $1,000 just so they could attend.

So much for the money. There are probably dozens of ways volunteers can help your own school to generate dollars. But what about <u>time</u>?

Volunteer time can produce good public relations for your college. Let's face it--good relations with your community is the life blood of your development program. The college must have visibility and a positive image if it is to be recognized as a viable recipient of gifts. Volunteers can help take your message into the community in attractive and believable ways. Of course, there are obvious ways volunteers can give service, such as helping with campus art exhibits,

serving on advisory committees, or giving time to various campus offices. But you generally run into problems with scheduling and supervision of the volunteers. There is nothing worse than having eager, anxious volunteers show up to serve the college, only to find the regular staff is too busy on a campus project to find work for the volunteer.

TAPPING THE TALENT BANK

Our geographic area is unique. It attracts thousands of people who are tired of the snow, ice, floods, and mud of the North and who have the means to retire to our pleasant part of Florida. Areas such as Naples and Sanibel attract extremely affluent persons who have been successful in their careers and who can afford to retire--many times at very early ages--to enjoy the "good life." As a result, our college district boasts literally thousands of extremely successful persons who have had positions of national prominence and leadership in industry, science, and government.

Now, even we "working people" realize that you can eat just so much ice cream, play just so much golf, and do so much deep-sea fishing without getting bored. Here you are--with your heart's desire, a half-million dollar home or condominium, a yacht and a captain, and plenty of money to travel and entertain--but nothing that is really satisfying. You have a lifetime of experience and are an authority in your field. But you have no way to use those skills and expertise.

One of Edison Community College's patrons fits this description perfectly. He contributed to student scholarships and was trying to decide what direction he should take when he got an idea. While on the Sanibel cocktail circuit, he discovered there were many other people bored and frustrated, but unwilling to go back to the old work grind. He suggested that Edison form a bank of talented individuals who would come to the college to assist as career counselors, guest lecturers, and resource persons. They could assist the Division of Continuing Education as instructors or consultants for workshops and seminars, and could extend the campus' own speakers bureau into the community. He called his idea, appropriately, the "Talent Bank."

Through his own private foundation, this patron funded the initial operation of the program. He financed brochures and production of an audio-visual introduction to the program. He spent several months on the lecture circuit in our district. He contacted service and community organizations and spoke at their meetings to recruit "talent." He set up an office on our campus, and, through the federal Comprehensive Education and Training Act, we were able to employ two clerical

staff people to assist him. As the concept developed, he involved the audio-visual department and academic area in videotaping interviews by students of the talented individuals he discovered. He was seeking only the top talent--the heads of businesses, hospitals, universities, and other organizations--, people who could advise students and others on how to become successful, and who could serve as role models for students and community residents with ambitions in those areas.

This program helps the college, but it also performs a service for the individuals involved. The "talents" themselves were a population heretofore unserved by area agencies. The American Association of Retired Persons, the Retired Seniors Volunteer Program, and other state and federally funded programs overlooked these people with so much to give because they do not have economic needs.

At this point, our Talent Bank volunteer--William G. Damroth--has "gone national." The American Association of Community and Junior Colleges invited him to speak at a meeting in Washington, D.C. He has taken the concept to a half-dozen other community colleges in Florida. He is working with several colleges that wish to develop similar programs and is preparing materials they can use. Meanwhile, the Edison office of the Talent Bank is thriving, and we are proud that we were the incubator for this far-reaching project.

In addition to the obvious advantages of a Talent Bank program, the Endowment Corporation has a selfish motive for supporting the program. Many of these talented individuals have a lot of money, and many of them have no allegiance to a unviersity alma mater. Many are "self-made," without higher education. The community college concept, with its emphasis on the community and students helping to work their way through school, appeals to them. We hope that these individuals will mention the college's endowment corporation in their wills because of the pleasant experiences our college offered them. So the Talent Bank, like other well-planned development projects, provides both immediate benefits and promising implications for the future.

BUNCH FOR LUNCH: GOOD WILL IN THE BAG

Eldon G. Schafer, President,
and Larry Romine, Director
of College/Community Relations
Lane Community College

It sounded as if it were a revival meeting instead of a service club luncheon. The prominent businessman spoke with the zeal of a true believer.

"I used to be turned off by Lane Community College. I thought it was a school for counter-culture types. Then I accepted an invitation to a Bunch for Lunch group, and I went to the campus and saw what's really going on. It completely turned me around."

That merchant's change of heart is the result of a continuing effort by LCC to reach opinion leaders. A campus tour, free lunch, and an uninhibited question and answer session turn skeptics into believers.

The Bunch for Lunch (BFL) program doesn't reach large numbers of people. Instead, it is directed to the small group of community leaders who have considerable influence on others. In 1974-75, 175 men and women participated in 11 BFL groups. Included were executives of banks; brokerage, realty, and insurance firms; forest product companies; utility companies; retail and wholesale businesses; politicians; and service club leaders. They reacted with enthusiasm.

Most participants go home convinced that the college is doing a good job. This confidence is crucial in Oregon, where local residents must vote approval of operating monies for community colleges. LCC's district includes a quarter of a million people who must believe that their college is a valuable asset, if they're to vote the taxes to keep it alive.

The luncheons stress candor. From 9 a.m., when the 10 to 20 guests gather for coffee and a chat with the president, until lunch ends at 1:30 p.m., we encourage them to ask hard questions about sensitive areas. And they can see anything or quiz anybody they want to during the program.

Top college officials squeeze BFL into their crowded schedules because they've seen how the experience impresses opinion leaders.

BFL is the responsibility of the Development Office, with assistance from the President's Office and the Office of

Information and Publications. The development director draws up the list of those to be invited.

The project involves lots of clerical work. A letter of invitation goes out over the president's signature; then staff members call guests to confirm acceptance. The development office staff mails a campus map and parking instructions. Busy people sometimes must decline at the last minute. Occasionally people have to be invited several times before they can attend. The program, however, is worth the investment. It takes a lot of time, but not too much money: the cost for lunch runs only about $1.65 per guest.

The returns msy be intangible, but they are real. Comments from guests confirm BFL's value. From a trust officer: "Feel free to contact me if I can be of assistance in any way. I look forward to serving on the LCC planned giving committee." From a bank officer: "You may be assured that I will heartily endorse LCC and its activities to friends and customers."

This article appeared in the November 1975 issue of CASE Currents.

USING RESEARCH TO MEET LOCAL NEEDS

Geroge Moore
Associate Dean of Occupational Education
Chemeketa Community College

Chemeketa Community College in Salem is one of 13 Oregon community colleges. Opened in 1970, it serves citizens of a three-county, 2,600-square-mile area. According to our 1977 population figures, approximately 250,000 people live in the district, including 80,000 in Salem.

In the spring of 1975, the college's total enrollment was 23,000 students, with a full-time-equivalent enrollment of 4,239. Although we offered classes at 36 locations throughout the district, more than 60 percent of the students came from outlying communities to the central Salem campus.

Because one of our goals is to extend educational opportunity and access to the residents, we felt we should begin a systematic way of finding out how to make education available more conveniently to people. In short, we wanted the college's instructional programs and services to be community based.

RESEARCH PROCEDURES

At the request of our president, four administrators worked together to plan a district-wide needs assessment. As part of these discussions, we drafted guidelines for selecting the most appropriate techniques. We agreed that the approach should be economical in time and money, that it should involve several college staff and community residents, and that we should find out the preferences of citizens in separate communities as well as district-wide. All of this had to be completed before the beginning of the college's annual budget-building cycle.

Using these guidelines, we recommended a telephone survey as the most economical, practical, and representative way to go.

After the president and our governing board approved our budget request of $1,400, the task force met to set final objectives. They were to find out:

1. How many persons in the household above age 16 would be interested in taking classes in their geographical area.

2. What kinds of classes the residents would like offered in their communities.

3. Whether residents would be interested in having college staff come to their communities to provide information about classes and programs.

4. When members of the community would prefer to take classes.

5. Whether a need exists for the college to increase its offerings in the various communities.

6. Where the residents think classes should be held.

7. In addition to regularly scheduled classes, whetehr there was a need for the college to offer classes that people could complete in their homes.

In order to accomplish these objectives, we identified 26 communities, with populations ranging from 300 to 12,000, as the principal targets. Based upon the 1975 population projections, we selected a proportional number of people for each community. This resulted in a random sample of 1,374 individuals for the 26 communities. Putting it another way, the sample constituted 2.5 percent of the 1975 estimated population 16 years of age or older, or accounted for 10 percent of the households having listed telephone numbers.

Next, we developed and field tested the telephone questionnaire and procedures. We did the testing by having five of the college's coordinators for community programs complete 10 telephone each in five separate communities. Once they completed this, we arranged a critique session to draft the final telephone questionnaire and guidelines.

The five community program coordinators also assisted our planning committee by recommending residents or civic organizations in each target community who would telephone on behalf of the college. Thirty-eight residents and two local civic clubs accepted the invitation to attend a one-hour training session and to telephone. With the assistance of an outside public opinion consultant, we organized four training sessions within easy commuting distance of the telephoners.

Following the training sessions, our volunteers completed the telephoning in three days. By placing calls at random times, the telephoners were able to interview 1,322 people, with calls averaging 10 minutes.

EVALUATING THE METHOD

Soon after the needs assessment project was concluded, the task force and the telephoners met to evaluate the effectiveness of the telephone strategy. In general, this technique made it possible to gain community opinions quickly and economically. Counting the amounts paid the telephoners (50 cents) per completed call) and the consultant, each interview cost less than a dollar.

Involving several college staff members and community people in the full process proved rewaring. The telephoned residents appreciated the person-to-person contact by their neighbors. And, in addition to obtaining district-wide opinions, the telephone approach enabled the college to have the preferences of residents of the separate communities--and well before the annual budget cycle began. Although it often took two or more tries, the telephoners were able to complete 1,322 of the intended 1,374 interviews.

USING THE RESEARCH

The results of the needs assessment work have assisted Chemeketa in a number of ways:

1. Our Community Services Division used the information to have community coordinators review current offerings and to add new courses at various locations.

2. Chemeketa was in the process of trying to decide where the next major outreach center should be located. Because more than one person per household in one geographical area wanted a center nearby, the college was able to plan the site of its next outreach center.

3. The telephone data acted as a trigger for further research. More than 40 percent of the people in one community expressed a desire to have courses available over television. As a result, we conducted a special study to learn the kinds of courses to program on cable television.

PUT YOUR COLLEGE BEHIND THE PODIUM

Helmuth O. Froeschle
Director of Public Information
Montgomery College

Most community organizations need speakers during the year. Why not make sure that your institution is represented on these programs?

Businesses usually offer speakers to discuss only a few narrow topics, but colleges have experts on a broad range of subjects. The diversity of talent on our campuses can place us front and center on almost any platform. But we have to let clubs know that our speakers are available.

Speaking engagements don't just happen. We've found at Montgomery College that you have to seek them out, schedule them, confirm them, and follow through with them. All of these require organization and planning.

RULES OF THE GAME

First we established rules of the speaking game. We don't schedule professors or administrators who require honoraria. Participants donate their time as a community service; the college reimburses them for local travel.

We limit our bureau's service to nonprofit, local civic organizations. We do not schedule speakers for professional or business organizations that can pay speakers. Also, we don't usually send speakers to elementary or secondary schools, although some colleges do this for student recruitment.

By making it clear the kinds of groups we approach, we make it easier for our speakers to choose topics of potential interest.

We invite all professors and administrators to take part in the program.

In canvassing for volunteers, it pays to ask on a form for the information you want. Essentials should include name, department, building, room, home address, office and home phones, title and length of proposed talk, two- or three-sentence precis, requirements for visual aids, a brief biographical sketch that can be used in introducing a speaker, and a signed statement of agreement to speak. If you don't ask for and get these facts, you're letting yourself in for some long telephone calls.

The title of the talk and the precis will determine in large measure whether a professor will be asked to speak. You won't attract speaking engagements with titles like "Library Science," "Nuclear Physics," "Accounting," or "College Admissions."

Most organizations want speakers who are both informative and entertaining. You will catch their interest by changing "Mathematics" to "Why Johnny Can't Add," "News Writing" to "Giving Your Story Pizzazz," "The Metric System" to "Meters Made Easy," and "Financial Aid" to "Cash for College."

PROMOTING YOUR SPEAKERS

Your next challenge is to design the speakers bureau publication. What size will it be? Many are 4 x 9-inch saddle-stitched booklets, a format convenient to mail. There is much to be said, though, for an 8 1/2 x 11-inch, three-hole punched booklet, ready to go into the program chairperson's binder.

In preparing the copy, give more prominence to the topics than to the names of the speakers, unless they are faculty "stars" who are widely known. Use a subject index if your list is long. You may prefer, however, not to include an index. Then the club program planners, in running down the entire list, may discover subjects that they would not have considered otherwise.

You should include several copies of a speaker request form in each brochure. It should ask the organization for this information: name of organization; contact (name, address, home and business phones); name of an alternate contact; location, date, and time of meeting; subjects desired in order of preference (ask for at least three subjects); type of affair (luncheon, dinner, or business meeting); time allowed for presentation; type and size of audience; equipment available (PA system, slide projector, 16 mm movie projector, screen, etc.). Then leave space for remarks, the date, and a signature.

In the introduction to the brochure, explain your speakers bureau policies on fees and honoraria, travel expenses, how far ahead groups should request speakers, and minimum audience size (if applicable).

You may list availability of musical or drama groups and of films as well as of speakers. If your college has meeting rooms and/or dining facilities available for community groups, indicate this, too.

To reach community groups, we suggest that you mail your brochure to organizations you know about and then mention its availability in news stories and spot announcements. As groups request your brochure, add their addresses to your mailing list.

MANAGING THE PROGRAM

You must handle requests for speakers promptly. Both the speaker and the organization need as much advance notice as possible. As soon as a speaker accepts the invitation, verify the acceptance in writing to both the speaker and the organization. Include a biography with your letter to the group.

You'll want members of the audience to know that the speaker represents your college. We suggest that you provide him or her with fact cards or other literature to use as handouts.

It's important to send the speaker a reminder the day before the engagement. If he or she doesn't show up, it's your college that will get the blame.

Ask the club or organization for an after-the-event evaluation. This will guide you in scheduling future engagements for that speaker and will tell you more about the organization. You'll find that there are a few groups you'll want to avoid when possible.

How do you keep interest high among professors and administrators? Stories in internal publications on speaking engagements generate more participation. When you get letters of appreciation, share them with the speaker and with your administration. At the end of the school year, circulate a list of who spoke how many times.

Is the time put into a speakers bureau worth it? We think so. This program gives members of our community person-to-person contact with bright, articulate representatives of our college. There's another payoff, too. Often clubs contribute funds for scholarships--particularly when you don't charge a speaker's fee.

This article appeared in September 1976 CASE CURRENTS.

CABLE TV: DIRECT LINE TO THE COMMUNITY

Bernadine Dorich
Director, Public Relations
Schenectady County Community College

Cable television has grown up in the shadow of the broadcast industry for the past 25 years. Consequently, due either to limited knowledge of the medium or the absence of cable systems in our areas, we in public relations have spent most of our time and energy trying to gain program time on over-the-air commercial stations.

Yet, cable television may be the wave of the future. Essentially, cable uses wires to transmit television signals from a central antenna to individual TV sets, instead of sending the signals over the air waves on various broadcast frequencies. The result: better signal reception and the possibility of more network and independent channels, especially for small- to mid-sized cities with only one or two network stations.

Most cable systems currently offer their subscribers 20 possible viewing channels, more than enough to handle all local channels and up to five "imported" stations from other cities. The Federal Communications Commission (FCC) encourages the use of "left-over" channels for local government, education, and public access use. Until recently, the FCC required that there be access channels for those purposes. Now, however, municipalities, when arranging for franchises with cable companies, decide whether or not there will be access channels. Some cable television experts predict that cable may find its future not as a substitute for mass appeal, over-the-air television, but as a source of more community channels offering local programing, as well as other services, to subscribers.

At the mention of local programing, educational institutions pay attention. Because people are just becoming aware of the possibilities for cable programing, cable system operators are eager to schedule locally produced material. No advertising is permitted on cable channels at the present time, so programs may range in length anywhere from 10 minutes to an hour. Also, cable operators tend to show programs several times during the week, unlike the one-time-only approach of the more tightly scheduled, over-the-air stations.

CABLE AS A PR TOOL

The uses of local cable television channels are limited only by your imagination and public relations objectives. Do you want to enhance your institution's cultural image? Why not

tape concerts, speakers, or plays. Do you want to extend the classroom into the community? Why not offer courses via cable. Do you want your community to better understand students? Why not arrange a series of student forums. Do you want to show the quality and diversity of your faculty? Why not use people who have volunteered for your speakers bureau. These individuals already have prepared talks on a variety of subjects and may even be able to supply visual aids.

Many institutions are now using the mass media to recruit students. Since cable television, by the length of its wires, is physically limited to a local area, some may contend that it is fine for reaching local students for community colleges, but does not offer a nationwide reach for major universities and four-year colleges. As statisticians chart the dwindling number of traditional, college-aged students, all institutions have sought out adults in the community to enroll in continuing education programs. Cable television can provide one more access to this student clientele.

At the present time, according to several surveys, most cable subscribers choose cable for better signal reception and greater channel selection for viewing network entertainment programs. Since programing on local cable channels is still sparse and viewers aren't always aware of program schedules, viewership is limited. Nevertheless, when seeking local students and maintaining an image in the community, institutions have a sizable potential audience on the cable system.

In Schenectady, for example, the cable system has 15,000 families as subscribers. (There are 10 million cable subscribers in 6,265 communities nationwide.) General studies by the Schenectady cable company have shown that some public access programing has had as much as 13 percent of the potential audience. In a recent detailed survey, the East Lansing, Michigan Cable Commission found that 34 percent of the subscribers sampled had watched the public access channel at least once; 26 percent had watched the educational channel; and 27 percent had watched the government channel.

PROGRAMING POSSIBILITIES

So, you're convinced that you should be on cable. Those of us, like myself, who have had limited, if any, experience in producing television materials, tend to fear the unknown. What magical, mystical incantations result in a television production? None, really. And most colleges will find that cable companies are willing to assist them in producing programs. If your institution does not have broadcast equipment and technicians available (don't overlook students when searching for personnel), the cable system can often provide

a studio, equipment, and technical assistance. (Depending on the cable system, there may be a charge for the use of equipment and technical services.)

Having worked both at a college that has no broadcast facilities or equipment and at one that does, I have found it relatively easy to produce programs for television. Programing for any kind of television requires planning. Do you want to produce one program or a series of programs? What topic or topics need to be addressed? What guidelines need to be followed to meet the requisites for public service time? What format should be used? Who should appear on the program? Are visual aids or props required? Should the program be rehearsed or can it be done "cold"? Who will write the script and who will be responsible for technical production? The answers to these basic questions can provide an outline for a potential program.

I have hosted a number of live, unrehearsed, interview programs by using the studio, equipment, and technicians available at a cable system. Since an interview can be deadly for the viewer, anyone planning to use this format should determine ways it can become a lively, entertaining, and informative program. Wisely selecting relevant topics and interesting guests is one way to keep the audience tuned in. Using charts, props, photographs, or slides can also be helpful in providing variety and emphasizing key points.

Noncredit courses can offer a gold mine of programing ideas and personnel. Instructors who teach noncredit courses are likely to be local people whose livelihood depends on something other than teaching at the college. These personalities already may have established a following in the community or may have distinguished themselves in other fields (a factor which can attract a larger audience to your program than might ordinarily be expected).

Other possibilities for cable television programing are similar to programs we might prepare for over-the-air television. A simple, well-developed series about "How to Choose a College" has potential not only for encouraging enrollment but also for helping to build stronger relationships with those valuable to the college. If you want to discuss financial aid, why not bring in some of the people who donate scholarships to your college? If you want to present a balanced discussion of factors anyone should consider before choosing a college, why not bring in one or two local high-school counselors, in addition to a member of your own counseling staff?

If you have broadcast equipment, you may wish to produce a program that offers more variety to the viewer. In this case, you need to write a script, assess timing, provide detailed

camera directions, supervise the taping, and select people who have good broadcast voices. Even if your college, like mine, has only black-and-white taping equipment, your program can be used on a cable station, whereas the probability of over-the-air stations using it is almost nil.

We produced a half-hour black-and-white videotape about continuing education at Schenectady County Community College. I held several preliminary planning sessions with the director of continuing education and our educational communications specialist to determine what we wanted to include and what could feasibly be done with our limited equipment and personnel. Then I prepared an outline of the program, which established a sequence of shots as well as approximate times for each segment. From the outline, I developed a script for those sections of the program that would require voice-overs. I asked those people to develop their own copy, giving them only an indication of the time limit for their portion of the program.

Since our editing capabilities were limited, we had to shoot segments in chronological sequence based on the outline. We also had to be adaptable enough to scrap some intended segments and substitute other ideas when the original plan could not be implemented. To do the voice-overs, we enlisted the volunteer assistance of a former national vice president of the Association of Women in Radio and Television. Even though we had to do some last-minute editing of the script and the tape itself, we managed to produce--in just three weeks--a coherent, informative, varied, and, we believe, interesting program stressing the college's opportunities in continuing education.

Although we weren't completely satisfied with the final product, the cable system personnel were delighted. It was the first time they had received creative programing from any educational institution. Not only was our program aired a number of times during the week before the winter quarter began, but it was shown at least four times per week for the three-week period before our spring registration.

At this point, we have no valid way to assess the results of our efforts. We do survey our continuing education students each quarter and ask how they learned about the college. Since these results are not tabulated until the end of the academic year, we cannot yet determine how many people have seen our program on the cable system.

Whatever the impact may be, we intend to continue to use cable television whenever possible. It's one medium in which, at present, we have no competition.

As public relations practitioners, we know that the more ways we can convey our message to the public, the better the chance that the message will produce the intended results.

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OPEN UP COLLEGE FACILITIES

Tommye Fleming*
Account Executive
Maritz, Inc.

Some time ago, St. Louis Community College at Forest Park (formerly known as Forest Park Community College) expanded its program of renting campus facilities to the point that the office of instruction, which conducted the program, resembled a leasing agency.

That's when the college president asked the community relations office to help administer the burgeoning program.

Today, it continues to be an unqualified success. During the past two years, 205 groups have used the facilities 1,745 times, bringing an estimated 60,000 people to Forest Park. (In 1978, approximately 126 groups used the facilities 867 times, bringing an estimated 40,942 people to campus.--Ed.)

When SLCC facilities are not being used for educational purposes, they're opened up to the taxpayers. The theater is available for fashion shows, community musicals, and lectures. Nearby high schools use the gymnasium for athletic events, and the YMCA rents the pool for its meets. Labor meetings, health department workshops, and trumpet recitals are just some of the activities held in lecture halls. The cafeteria is used for events as disparate as luncheon conferences and high school proms.

The program is a public relations bonanza. College people have come in contact with numerous people they otherwise would never have met. Many citizens have had the opportunity to see how their tax dollars are spent. And when community organizations bring celebrities such as Dick Gregory on campus, the college, with very little effort, reaps the publicity.

How can it afford such an expansive program?

The truth is, it can't. It simply charges a group what it costs the college to let that group use the facilities. In the case of a profit-making organization, the college charges an additional fee, which goes toward such things as the cost of utilities on weekends and the maintenance and replacement of equipment.

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*Fleming was formerly Community Relations Officer at Forest Park Community College.

Renting groups must pay for security officers, cleanup, and the necessary supervision of certain facilities, such as the pool, gymnasium, and theater. Sometimes miscellaneous charges for audio-visual, lighting, and other services are involved.

The program is self-sustaining because no money is spent unless it comes from the renting organizations. Before a group may use the facilities, it must sign a rental contract and pay, in advance, a refundable deposit plus the estimate of the cost to the college.

The expense for this enormously successful program is only the time it takes to administer it. And the time invested has been more than paid for in resulting community good will. That good will should pay dividends at budget time.

This article appeared in the May 1976 issue of CASE Currents.

RESPOND TO YOUR COLLEGE'S CONSUMERS

Bonnie Elosser*
Director of Student Services
Mountain Empire Community College

We are all caught up in the recruitment race that forces institutions to emphasize attractive physical factors to the exclusion of more pertinent information. Recent high school graduates are often disillusioned when they enroll in a community college and find themselves among students who are married and often have children, outside responsibilities, and jobs.

Students need to know the kind of life styles they will encounter once they arrive. The fact that the average age of students on many community college campuses is high provides advantages that should be made known. Classes with people of different generations may well be a significant positive factor at community colleges. Students can benefit from a diversity of ages and backgrounds.

Most community college administrators are horrified at the prospect of publishing attrition rates. Yet this is very important information for a student who is asking, "What is likely to happen to me if I enroll in a certain program at your institution?" We can publish the data and explain why attrition rates tend to be high. For example, we can emphasize the fact that many students leave their programs to take jobs or to attend other institutions.

Another major task of the community college attempting to present a realistic picture should be to find out more about what happens to students when they leave the institution. Rural service areas are frequently populated with people who have a strong desire to become educated and to work close to home. Yet in many of these areas the data show that the outgoing migration rate of high-school seniors is sometimes as high as 70 percent. One major step that a college serving a similar area can take is to gather information about local employment opportunities for students.

But prospective students need more information than just what jobs will be available and where. People making decisions that will affect the rest of their lives are entitled to much more than federal law now dictates. Therefore, institutions that are really interested in the long-range success of their

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*Ms. Elosser in 1979 is Dean of Students at Clinch Valley College.

graduates might work toward providing a job listing that includes:

1. Detailed job descriptions--average entry-level salaries, average salaries and salary ranges after two years on the job; and average salaries and salary ranges after five years on the job.

2. Opportunities for advancement based on the career-ladder concept--specified requirements for advancement. How rapidly will advancement occur? How far can one advance in various positions?

3. Opportunities, for example, for individuals with associate degrees as compared with those with no postsecondary educational experience. (This requires that follow-up studies on each group be made.)

4. Minimum education requirements for job entry.

5. Desired educational requirements for advancement.

6. Educational opportunities available in the area for both job-entry training and skill improvements.

7. General aptitude requirements for getting and keeping a job. Studies should be made to determine how people feel about their jobs. What are the retention rates in various positions? Detailed information concerning work hours, vacation and leave time, offices, supervision, and so on, should be available.

8. Life styles on the job.

9. Long-range projections for continued and future employment--job forecasts for the next five years.

10. Mobility factor associated with the job.

11. Employers' attitudes--toward in-service education, people with degrees, and older people entering the job market.

12. History of jobless periods.

A college cannot publish pages of raw data; it must interpret them. And then the editor must write good copy that will attract and maintain the attention of various target groups. For instance, elderly people interested in taking a special-interest course should not be expected to sift through pages of employment information intended for younger students.

This article appeared in the March 1977 issue of CASE Currents.

YOUR PRESIDENT: KEY TO THE COMMUNITY

Isaac K. Beckes
President
Vincennes University

Many institutions starved for money pay little attention to the local community as a potential source of help. In some instances, the local community may be the very life blood of the college. In others, it may be the resource for the special funds that add innovation and expansion to the college program.

I became aware of the tendency to overlook community resources during 15 years of service on the examination teams of the North Central Association and during work as a consultant to several colleges. As president of a junior college--Vincennes University--I have also learned the importance of the college president in cultivating community resources.

A CASE IN POINT

A few words about the development of Vincennes University may help you understand how a college president can help his or her institution.

Vincennes, Indiana, is a community of about 20,000 people in a county of 41,000. Its economic base is agriculture. Present also are a battery factory with some 350 employees, an auto spring factory with some 400 to 500 employees, and a number of smaller industries. The city is the shopping center for a wide rural area. One of the real problems of raising money is that about 70 percent of the merchandising institutions are owned by chains that are not eager to support local needs. At the present time the hospital and the university are the two dominant institutions economically in the community; they employ 800 and 600 persons respectively.

In 1950 Vincennes University served less than 200 students on a campus consisting of a condemned building, a make-shift World War II classroom building, and a former residence. Its offerings were chiefly liberal arts and teacher education. It was unaccredited. The operating budget was $95,000. At that time, the university received a levy of about $50,000 annually from Knox County that was matched from the State School Fund in recognition of Indiana's historic responsibility to the university.

By 1955 the enrollment had grown so much that the state legislature doubled the county levy. In 1959 the General Assembly

moved to have the governor appoint six members to the Board of Trustees. In 1965, with the college's student body at 1,098, the General Assembly appropriated $300,000 for operating expenses and in the next session appropriated a similar amount for construction. In 1975 the General Assembly reorganized the Board and assumed full responsibility for the support of Vincennes University. The university in 1978-79 enrolled almost 4,500 students--2,800 full-time, and more than 3,400 F.T.E. (full-time equivalents).

Finally, I should point out that Vincennes and Knox County, while not in penury, are not wealthy. Major industries and major merchandising institutions belong to out-of-townowners who are cooperative, not liberal. There is no one in the community, for instance, who could give a million dollars.

HOW THE COLLEGE GREW

Vincennes University today has a new campus worth $30 million. The state at this point has contributed no more than $2 million to construction of the new campus. The remaining support came from contributions from friends and alumni, federal College Facility Funds, student fees, and general operation funds.

We raised money for construction chiefly through general campaigns. Since 1950 we have run a general campaign netting from $250,000 to $350,000 almost every three years. This has been our basic construction money. When we began our new campus, which now occupies some 85 or 90 acres along the Wabash River, we planned buildings that we could finance basically by what the community could raise in one campaign. Our first, a classroom-administration building of 14,000 square feet, cost $242,000 in 1952-53. That has been the pattern of our construction plans over a period of 18 years and a half dozen campaigns. Recently, we built a humanities building of 72,000 square feet and a physical education center of 120,000 square feet.

Gifts in kind are always important. Over the years, we have had a variety of such gifts that helped substantially: science equipment, auto and truck engines, airplane engines, desks, and office equipment. In addition, government sources have netted us three DC3s, a couple of helicopters, and substantial material for machine trades. Many members of our community give books as memorials instead of sending flowers. We also encourage the gift of whole libraries. Many such books need to be discarded, but many are most helpful. A recent gift of art material valued at $7,500 is a good example. Since we also have historical archives, we also receive many valuable historical materials.

Every college should have a program of securing bequests. Although ours has not been well organized and has received too

little attention, it has been fruitful. We hold three trusts of over $100,000 each, about 500 acres of land, an airport, one bequest of over $150,000, and numerous smaller bequests.

Our first sizeable outright gift came early in the campus development program when Robert E. Green, a large contractor, arranged to give us the profits on the second section of the levy he was constructing to protect Vincennes from the Wabash River. The profits totalled $141,000--a real lift to a struggling college. Since that time, Green has built the Beless Gymnasium, now used chiefly for intramural activities, and converted an abandoned Water Department Building into the beautiful and utilitarian Green Auditorium. Support for our Shircliff Humanities Building came from a half-million-dollar gift from Charles and Max Shircliff. Recently we received a $50,000 endowment to the Music Department from Mr. and Mrs. Carl Gray.

Mr. and Mrs. Richard Dunseth gave us the Dunseth Planetarium, and also helped in underwriting our flight training program. Ed Frankum, vice president of TWA, was the chief factor in persuading TWA to give us a million dollar flight trainer, and he recently personally us a new Cessna 310.

Finally, a very decisive project has been the Fellows and Sponsors Program, which we initiated some 10 years ago. A Fellow gives at least $500 annually and a Sponsor $100. Each year we give our Fellows and Sponsors a fine dinner and a good program, during which we tell them what their money has done. There are now more than 400 Fellows and Sponsors who for the last three years have been giving us $100,000 annually.

WHERE THE MONEY GOES

We use this money for three purposes. One of the most important uses is faculty development. The funds support workshops, conferences, special courses, and innovative instruction. We also bring consultants to our campus and pay the costs of having our faculty members visit other campuses.

Second, we often use the money for campus development projects of various kinds. Recently, it has made up a deficit in financing our new science building. Finally, we use the money to underwrite the cost of equipment in starting new programs.

All told, in a community of no great wealth, Vincennes University has enjoyed the hearty support of the citizens. Community regard for the university has risen steadily, and community leaders have joined financially to support the institution. The university has become the center of many community activities and is now recognized as vital to community welfare.

THE PRESIDENT LEADS THE WAY

Needless to say, the president is a key factor in raising community support. We have for many years had the assistance of a professional fund raiser for one day each week. But in all fund raising, the leadership of the president is crucial.

I believe that to win financial support, even to survive in these times, a college must have a clear philosophy of education. On that philosophy you must build a mission that meets a social need. Vincennes is the only comprehensive junior college in Indiana, and that fact has helped greatly. We do things that other colleges and universities fail to do, and we make a great effort to sell that mission to the community and state. Because of that effort, we have had the increasing support of the General Assembly.

GETTING OUR MESSAGE ACROSS

For a number of years we have set aside two weekends each summer to invite members of the General Assembly to our campus. We share our philosophy, interpret our mission with its unique characteristics as a comprehensive community college, show them our campus, and explain our needs. In addition, we offered good food and a good time. Although we have never had a large turn-out at any one time, we've had eight to 15 members attend twice a year for several years, and that gives us a wide contact. These visits have helped the General Assembly to understand our institution and to have faith in our integrity. The leadership of the president on these weekends is vital.

In addition, we have developed a State Curriculum Advisory Committee of 100 outstanding citizens, including the governor. One weekend in the fall 70 to 100 of these citizens visit the campus. They help us interpret the college across the state. They help us recruit students. They give us advice about programs. And they provide "feedback" from their communities.

Whenever we have trouble finding faculty for a special program, we ask for recommendations and have received good results. Finally, committee members often approach legislators from their own areas on behalf of the university's financial needs. They have been very helpful during the last few years in getting legislative support. Many of them have become Fellows and Sponsors. Again, the president must provide the leadership.

The president is also the key to interpretive public relations. He or she must keep pushing, calling attention to stories that can interpret the contribution of the university. Periodically we print and send to every home in the area a small brochure explaining the university's contribution,

including its substantial economic contribution, to the community.

Once each year we prepare a tabloid insert in the local newspaper interpreting the success of the university. On the average we issue about 400,000 copies of these inserts each year. In addition, the president must be available at all times to speak on behalf of the university.

Vincennes University publishes a weekly 16- to 20-page tabloid that circulates some 15,000 copies. In this publication, the president writes a column on education and often on the university's contribution. Across the years, for better or worse, this column has won a rather substantial following.

SPECIAL EVENTS FOR SPECIAL PEOPLE

An institution seeking a place in the community must always have special events and programs--activities that will attract special publics. Although the president does not always provide leadership for these events, he or she must encourage, evaluate, and sometimes find financial support for them. We have an annual Citation Dinner honoring individuals for outstanding community service. It usually attracts many local people, including top leaders. At Homecoming, we honor three to five alumni for outstanding leadership. This attracts community interest to the dinner honoring these alumni and provides an opportunity for the college to interpret its mission. In addition, the university wins community support by sponsoring a train that hauls some 12,000 passengers over the Vincennes Mile of History. The annual Community Series Programs and the Summer Theater are examples of how the university ties itself to the community. Add to these things our public television station WVUT and our 50,000 watt radio station WVUB, and you see that we have close ties with community life.

INNOVATIVE PROGRAMS

You must support such activities with educational programs. The president must give leadership to the development of new programs. We now offer some 35 transfer majors and 45 occupational majors. Along with these we offer a most successful developmental program that enables us to graduate some 65 percent of our freshman class. Our community responds to this service, believes in what we are doing, and is willing to help us. To have a program worth supporting, the president must keep faculty on the move, encourage innovation, and help develop new programs.

THE PRESIDENT AS LOCAL LEADER

To find local support, the president must take responsibility in the community and give his or her own leadership to promote community betterment. The community must have confidence in the president and see him or her as a person cooperative in activities that make the community a better place in which to live. This means activity in such institutions as the Chamber of Commerce, YMCA, United Fund, and County Commission on Economic Development. The president must encourage his or her colleagues to give leadership, too. Our Department of Adult and Continuing Education furnishes staff for an area Council of Foremen. We lend our grant writer to the city and other agencies to assist in preparing grant applications. Other staff members serve on the Board of the Chamber of Commerce and the city Recreation Department. We also encourage faculty and staff members to run for office. In all these things, the president must give his or her support and must evaluate wisely.

Our professional finance person works on the details of our financial efforts, but the strategy and public interpretation of our financial efforts fall to the president. Loyal alumni and friends of the university do much of the solicitation for Fellows and Sponsors and our local campaigns. The president makes the major contacts as often suggested by our financial director.

The success of fund raising in the local community centers on the leadership and efforts of the president. The response of the donors depends on the confidence the community has in the president's leadership as an educator and on his or her interpretation of the educational process as represented by the institution.

GOOD PR WINS FRIENDS--AND INFLUENCES ELECTIONS

Harold D. McAninch*
President
Joliet Junior College

This article is not about "how to pass a tax referendum." That's because I'm not sure it's possible to develop in today's climate a formula for passing referenda that would fit all communities or situations. What I can do is briefly review what we did at Joliet Junior College District that resulted in a successful bond election in 1977. "Successful" in this instance was a 72.5 percent "yes" vote.

First, you should know that this was not the result of a short campaign. It was built on the positive image of the college in the community, an image we planned and developed during the past six years.

When I arrived as a new president in 1971, several faculty and staff members said that the district would soon have to seek a tax referendum if it were to remain educationally and fiscally viable. After discussing the idea with the board of trustees, district citizens, and staff, we decided that the time was not right. An analysis showed that some judicious pruning, as well as increases in real estate values (and assessed valuation), would allow us to delay a tax referendum for a few years.

BUILDING A POSITIVE IMAGE

As a result of that study, we made some difficult decisions to reduce costs and to increase tuition two times over that six-year period. In addition, we started a drive to relate the college positively to as many constituencies in the district as possible. Our board fully supported the new policy.

Soon, all kinds of civic groups began to use campus facilities at no cost to them. Some of the activities were: a National Rock and Gem Show sponsored by the local rock club; state and regional high-school and junior-high athletic events or playoffs; Boy Scout shows and "camporees," and free planetarium shows.

We invited service clubs to meet on campus. We set up special programs for senior citizens, including a tuition-waiver plan and a project called "Operation Green Thumb."

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*In 1979, Dr. McAninch is President of The College of Du Page.

For the latter, the college set aside 160 garden plots of 1/16 acre in size for senior citizens. The college plowed and prepared the land for planting and provided water to the site. The cost per plot was nominal, and we even included a gardening class. Instructors from the college's agriculture department were available to help.

We found numerous other special groups and developed programs to serve their needs. The groups included businesspeople and industrial personnel, law enforcement officials, fire-fighters, emergency medical technicians, and health technology employees.

ASSESSING YOUR NEEDS

During spring 1976, the college administrative staff could see that fiscal problems were rapidly increasing. State aid had not kept pace with inflation. Even though we could increase tuition to the state maximum, it would offer only short-term relief. The administration began to prepare possible approaches to a tax referendum and discussed these in detail with the board. At that session, we showed the board comparative data we felt could be used in discussing the issue with the public. Some of the salient points:

1. The college operating tax rate was the second lowest in Illinois (12 1/2 cents per $100 of assessed valuation).

2. Compared with other colleges in costs per student, the college was operating very efficiently, at the third from the bottom. This was in spite of the fact that Joliet was an old institution located in the high-cost Chicago metro area, with more than half of its faculty at the top of the salary scale.

The bond indebtedness tax rate for the college was 8.3 cents per $100 assessed valuation. Since the bonds had been sold for a short term, they would be paid off in five years. The analysis showed that, if the college went for a 7.5-cent increase gradually during the five-year period, as the bond rate decreased there could be no increase in the overall tax rate.

The next step was to see if the approach would meet the financial needs of the district. We determined that this could be done, and the central theme of the campaign became "A Tax Increase Without an Increase." However, it was a long way from that decision to the organization and structure of the campaign.

We made a presentation featuring this approach to the board in September 1976. We laid out future financial needs of the district and showed that, with careful budgeting, the district could meet those needs by gradually increasing the operating rate during the five-year period.

I asked the board to appoint a district-wide committee to study the financial situation and to make a recommendation. Fifty people were appointed to the committee in November and 36 attended a series of three meetings over a period of three months.

The committee took a realistic look at presentations and asked questions that demanded answers. This was no rubber-stamp group. Committee members represented as many different constituencies and geographic areas as possible. Some of the committee members were known to be negative from the beginning.

After the third meeting, committee members voted by secret ballot on what they would recommend to the board. Twenty-six voted "yes." Six of the 10 who voted "no" indicated they were convinced the college needed the money, but they did not think the climate was right to go for a tax increase.

The citizens' committee presented its recommendation to the board in February, 1977. The board voted unanimously to seek a referendum vote on May 10. The work on organization actually began then, although a great deal of planning had already been done.

ORGANIZING THE CAMPAIGN

I headed the central committee of college administrators that would orchestrate the campaign. We set up several subcommittees and assigned administrative coordinators to them. The organization included an external precinct committee; an internal committee for student voters; and committees for special audiences, speakers, endorsements, and fund raising.

Of these, the most important was the precinct committee. The college had analyzed voter patterns in all school referenda of the past decade, in each of the 74 precincts of the district. From that analysis, we identified the precincts with the positive votes. Precinct captains then recruited people to make phone calls. They made no phone calls to precincts with negative voting records. They used phone calls to identify positive voters and to develop lists of those who should be called again on election day.

We set up the same kind of organization for college staff members and students. They made calls to all 17,000 students enrolled the previous year, plus current students. There

were training sessions and lists of persons to call for everyone, including precinct captains. We found 12,000-13,000 potential "yes" voters this way.

Meanwhile, the community relations department designed handouts and brochures and mailed them to every household in the district.

The director of a savings and loan association chaired a fund-raising campaign for advertising and promotion. The campaign yielded just the amount needed--approximately $5,000. The advertising campaign included direct mail, endorsements, and spot radio ads the last week of the campaign. The college bore the election costs.

The special audiences committee went to work writing a basic letter that could be adapted for each of our audiences. College staffers who related directly to each group signed the letters, which urged support and a "yes" vote.

We had a secretary call every organization in the district to ask whether members of the speakers committee could meet with the groups. The volunteer speakers were citizens who had been trained by the college staff but who were not employed by the college. This eliminated any conflict-of-interest charges. Each one spoke for five to 10 minutes from the same outline. A college administrator always went along to answer questions.

At the same time, the endorsement committee sought endorsements from business, industries, and individuals. In addition, when a speaker met with a group, he or she circulated a petition.

The community relations director also persuaded many area businesses to place "Vote YES for JCC" on marquees during the last week of the campaign.

We also took advantage of regular college mailings. We timed the mailing of the summer session schedule for delivery the week before the election. The committee for fund raising paid for ads on the front and back pages.

The total vote was 5,893 "yes" and 2,244 "no" for the five-cent education fund increase and 5,845 "yes" and 2,289 "no" for the 2.5-cent building fund increase. Both funds are operating funds, not to be used for any capital development. Voter turnout was light, and later analysis indicated that most people who might have voted "no" stayed home. They probably were convinced there would be no increase in their overall tax rate.

As you can see, our recipe for success is not one you can all follow. But here's a key point. If you have an external precinct committee, recruit a committee leader with a strong background in local politics. Ours was a former college employee who had managed three recent campaigns for an area legislator. The other ingredients are more obvious--long-range planning, strong organization, and lots of hard work.

TAKING YOUR CASE TO THE PEOPLE

Don Newbury
Director of Communications
Tarrant County Junior College District

Public institutions that must grapple with bond elections usually choose as their weapon a two- or three-month campaign blitz. Yet, this traditional strategy can never successfully gloss over the shortcomings of previous years; it can never make an institution something it is not. That is why a school's employees--from the chancellor or president down to the janitor--should conduct themselves each day as if a bond election were scheduled tomorrow.

In 1971, the voters of Tarrant County, Texas passed a $20 million bond issue for Tarrant County Junior College, just six years after the passage of the $18 million issue that paid for its original construction. Our 1971 campaign, which passed by a comfortable margin, was conducted in a low-key manner and run without the costly assistance of a professional advertising agency.

It is the people of Tarrant County who pass bond issues. And it is the people of Tarrant County whom we work hard to serve. Our programs--our speakers bureau, special activities for senior citizens, advisory committees composed of numerous community members--reinforce our public relations message that TCJC "belongs to everyone."

We were successful in our '71 campaign because our philosophy is to spread that message every day, not just during the months preceding a bond election.

For example:

1. We have developed for education writers feature stories about our older students who, if they're over 65 years of age, can enroll in any class at no charge. Articles have told about a 60-year-old associate degree nursing graduate who led the entire state in one portion of the licensure examination, the grandfather who commuted to school with his granddaughter, and the 80-year-old man who enrolled for air conditioning and refrigeration training because he wanted to be able to repair units in the apartment house he owns.

2. Our speakers bureau annually registers some 500 speaking engagements for faculty members.

We work with the Chamber of Commerce to ensure that the heads of clubs, schools, PTAs, churches, and other groups have a copy of our speakers bureau brochure.

3. More than 500 persons from business and industry serve on advisory committees for our dozens of technical vocation programs.

4. Each July, we send to the 240,000 households in Tarrant County a listing of all the courses offered for the fall semester. The cost of this mass mailings is six cents a household. The people appreciate it.

5. We have other programs that demonstrate, in every sense of the word, that we are a community institution. We invite outside groups on campus for special events. We send teachers off campus to such places as jails, rented store fronts, fire stations, and businesses to hold their classes.

Thus, when it comes time for a bond election, as happened eight years ago when the college needed new facilities to accommodate a rapidly growing student body, we are already in the public eye and don't have to bombard the public with PR salvos.

In '71, we chose the fall for the election because the beginning of a new school year would help us to emphasize the importance of education.

We did not stir any fires. Nor did we retain a professional campaign firm, which can cost as much as $50,000.

Instead, we enlisted volunteers. Our approximately $7,000 budget, all contributed, was spent principally on some direct mail brochures and letters, and on nominal advertising the day before and day of the election.

When the bond issue passed, it was not because of the campaign. The issue passed because TCJC had long before initiated programs emphasizing that a community college serves people, regardless of age or economic bracket. Our job in the PR office was what it had been before the campaign started: not to build an image but to spread word of what the community college could do for the people.

The Alumni Community: A Renewed Source of Support

AN ALUMNI PROGRAM THAT BRINGS RESULTS

Terry L. Rock
Director of Alumni Relations
and Assistant Director of College Relations
Delta College

Current thinking on establishing a dollar-producing alumni program in the public community college suggests this bit of verse:

> They said it couldn't be done.
> So, with a smile, he went right to it.
> He tackled the job they said couldn't be done.
> And by God, he couldn't do it.

Skeptics may reject the notion that a public community college can successfully spawn a revenue-producing alumni program that even approaches self-sufficiency.

Delta College, however, has managed to establish an alumni program serving 11,000 graduates of Bay City Junior College, the school's predecessor, and Delta alumni since 1960. Moreover, alumni giving campaigns have netted more than $25,000--enough to persuade the loyal and responsive opposition that self-sufficiency is a reasonable expectation.

Those of you who have nibbled at the edges of alumni development recognize that the American Alumni Council, in its efforts to provide specific directives for emerging programs, suggested the four big I's--identify them, interest them, involve them, and finally move them to invest.

It is noteworthy, therefore, that the Delta College program got off to a flying start--backwards.

Although our Board of Trustees authorized the alumni program, it was anxious to see some dollar development in 24 months or the project would self-destruct. Consequently, we asked alumni to invest, even before all of them were identified, or, for that matter, before any of them were particularly interested or involved with the college.

The results were astonishing.

Not only did 4,000 alumni give to the program with an average gift of $3, but very few of them rejected the idea of their local community college starting an alumni program. Alumni travel offerings and several special sales to alumni produced still more revenue.

Perhaps the trick was the tape-recorded message from the president that was played to area alumni via the telephone. Or perhaps it was the light and lively tone of the giving letters. But the fact remains that we shattered a number of assumptions, and these are worth noting:

1. Assumption: Alumni in the community/junior college feel no overwhelming allegiance to their alma mater, particularly when they transfer to a senior institution or move into a career.

   Fact: Fewer than 30 alumni contacted by the records bureau indicated that membership in a university alumni organization or job responsibilities precluded joining the alumni program of their community college. Most thought that the Delta alumni effort was a great idea.

2. Assumption: Telephoning area alumni with a recorded message from the president asking for general support will not initiate substantial alumni giving.

   Fact: As it turned out, alumni contacted by telephone donated over 85 percent of the total revenue brought in during the first two years. These alumni thought the pitch was a novel approach and appreciated hearing from the college's top executive. During the second giving campaign more persons donated than before, and the size of the average gift was larger.

3. Assumption: Contacted donors will not be too enthusiastic about giving to the general support of an emerging alumni program. They prefer "glamour project" giving such as a bell tower, new building, exotic equipment, and the like.

   Fact: Without exception, every donor saw investment in the general operation of the alumni program during the tough first years as a logical necessity and gave to this end willingly. Another unique finding was that many of the four-year graduates recorded in our alumni bureau felt more loyalty to their community college, which prepared them successfully for advanced study, than they acknowledged for their senior institution.

HOW THE PROGRAM STARTED

In the summer of 1971 we discussed the first prospects of developing an alumni program. The resulting proposal provided an alumni project designed to idnetify both the Delta College and Bay City Junior College alumni.

When this proposal went before the Board of Trustees, its proviso took a more direct and admittedly painful route: "Make the alumni program at Delta College self-supporting in 24 months, or we drop the program and release the director"--that's me.

So I write this article after several years as a youthful and somewhat naivé alumni director--full of enthusiasm and commitment, but described by my more critical peers as a Kamikaza pilot in training for his big number.

I could say it was challenging. I could say it was a meaningful task. But I suspect I would be more accurate if I told you the truth--I operated out of pure, unadulterated fear.

IDENTIFYING THE ALUMNI

My first step was to define the alumni of Bay City Junir College and Delta College. To save on mailing costs, we contacted only those people who were graduated from the institution and received an associate degree. To date, we've identified with current names and addresses approximately 2,500 Bay City Junior College and 8,500 Delta College alumni. We computerized this information and placed it on 3 x 5 index cards. The information needs daily revision, since we average about 300 to 400 corrections per 11,000 newsletters mailed.

The Secretary of the Alumni Office handles the records bureau. I might add that our definition of a Delta College alumnus is anyone who has ever taken a class with us at the college. But as I stated, we now mail only to those who were graduated.

OFFERING ALUMNI SERVICES

Because Delta College has no ivy-covered halls, no hallowed traditions, no football program to draw its alumni back to campus, I had to get into the services field and offer alumni something concrete that would interest them and involve them.

The alumni services I developed are:

1. Newsletter--published quarterly.

2. Locator--businesses, firms, or individual people use this service to locate alumni. This is your records bureau in action.

3. Placement--area business firms request alumni for possible job opportunities. Likewise, alumni call for possible jobs that are recorded in the placement bureau.

4. Tutoring--students who have parents that are graduates of BCJC or Delta are eligible to receive special tutoring on any academic class.

5. Travel Tours--we offer alumni special group rates for travel.

6. Special Ticket Prices for College Events.

7. Alumni Awards.

8. Student Newspaper Available to Alumni.

9. Special Alumni Concerts--Reunions.

10. Special Offers--Encyclopedias.

11. Career Counseling.

THE COMMITTEE APPROACH

After establishing these services, my next step was to form an Alumni Steering Committee. We chose three alumni from each of the major communities serving Delta to be members of the committee. This is not a governing body, but a committee to offer advice and recommendations.

Objectives set for the Steering Committee are:

1. to serve as community ambassadors to the college;

2. to assist in the planning of other alumni mailing;

3. to assist in the planning of special events;

4. to serve as community ramrods for special events an/or campaigns;

5. to assist with the gathering of news items for the Alumni Newsletters;

6. to assist with fund-raising ideas;

7. to assist with the formation of area alumni clubs;

8. to assist with keeping mailing lists up-to-date.

ASKING FOR MONEY

After only two newsletters and some limited personal contact by me, we asked the alumni to give dollar support to the program.

We transmitted a tape-recorded message from the president of the college to about 2,000 area alumni. We received an average gift of about $3, but we learned something much more valuable: Most alumni like the idea of an alumni program in their community college. Negative responses were light--very few people said "no" or hung up during the phone campaign. The first giving campaign produced over half my goal. The second campaign was even more fruitful. We solicited out-district alumni for the first time through a giving letter, while area alumni received another telephone message. The giving letter produced about $600. More importantly, we found that out-district alumni are willing to contribute. The cost to print and mail the letter was only about $200.

The third telephone campaign was out biggest surprise. Alumni pledged twice as much money as they did during the first two campaigns. Alumni who had already given pledged to give again, and in many cases, to give more. In addition, more alumni pledged for the first time. Our average gift increased from $3 to $5.

We at Delta College have no sure-fire formulas for development of alumni in the two-year public community college. We have had, however, one hell of an experience to share with you.

At stake here is more than simply being listed among the nation's top three community colleges reporting alumni giving, or discovering that your alumni are out there and willing.

Clearly, we must assign significant value to the identification of a new constituency who supports the aims and objectives of the college. Regardless of its "dollar value," this new constituency is vital in a public relations sense.

There are those who say alumni programs are dead, killed off by the surge of relevancy. I am persuaded, however, that alumni are too important to overlook.

We cannot purchase the support of the alumni. We cannot barter for their kind of public relations. Only the alumni can produce it, and when it forthcoming, it represents one of the most significant endorsements any institution of higher education can hope to receive.

We believe we are earning this endorsement at Delta College.

SERVING DIVERSE ALUMNI

Darrell E. Slabaugh*
Executive Secretary
Kirkwood College Alumni Association

How do you organize alumni from community colleges? Traditional alumni patterns don't always fit these nontraditional graduates. They are people of diverse ages, backgrounds, family situations, incomes, and jobs.

Kirkwood Community College, serving seven counties in Iowa, has had organized alumni activities for six years. We define an alumnus as anyone who has completed at least 45 hours at Kirkwood; has received a degree, diploma, or certificate; or has an interest in and commitment to the college.

For example, both a graduate of the truck driving course who attended only six weeks and a local citizen who takes community education classes and regularly participates in our trips qualify as alumni in the non-dues-paying organization. All of this means that our alumni association must be as varied and comprehensive as the college itself.

We use three questions to evaluate how well we are serving our alumni:

1. How much money do we raise? We must justify giving activities on a dollar spent versus dollar received basis. The number of donors and size of gifts are critical measures of success.

2. What political impact do we have? Kirkwood has more than 10,000 alumni in its constituency of 330,000 people. These individuals can have a tremendous political impact in an effectively organized volunteer effort. Many institutions have ignored this aspect of alumni relations--to their own detriment.

3. How do we benefit Kirkwood? This is the hardest question to answer. We've seen that continued volunteer activity can greatly benefit the institution. During its embryonic stages, the alumni association concentrated on community projects. The board of directors poured time and energy into

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*In 1979, Slabaugh is Director of Development of the Wichita State University Endowment Association.

working with canned food drives, marathon marches, car rallies, dances, and other commitments which gave the association community exposure. This volunteer body is now building closer ties to the institution and to its long-range goals and objectives.

A 14-member alumni board of directors coordinates the association's organization and decision making. Members serve three year terms and represent the same geographic and programing diversity as the graduates. During the summer, the board focuses on programming activities. It meets monthly for the rest of the year. A coordinator of alumni and annual giving, a head of fund raising and alumni, and a part-time secretary coordinate activities.

A key element is making our association work: identifying the many constituencies and matching activities to each constituency. Dental assistants, for example, will support a dental assistant scholarship fund, especially if the telephoner is also a dental assistant. Graduates won't support an alumni association with which they have no personal contact.

This concept has helped us to develop other activities.

1. Trips. This program produces more income than any other activity. The eight trips scheduled this year include a weekend at the "Indy 500," a ski trip, a shopping expedition to Chicago, excursions to professional football and baseball games, and a visit to Las Vegas. An alumni staff member escorts all trips. Costs, which we keep reasonable, include lodging, transportation, social activities, tickets, and some meals.

2. Reunions. About 20 of our 65 vocational-technical programs hold reunions. Naturally, reunion activities vary according to the group. Graduates of the auto body program may like a Sunday afternoon beer bust at a ball park. Graduates of teh agriculture program enjoy a dinner featuring a prominent speaker. Some of the health occupations programs coordinate their reunions with continuing education programs. Our environmental health reunion might coincide with the state environmental health convention.

   The support of Kirkwood's faculty is crucial to the success of any reunion. After all, grads return to see their former instructors rather than just the alumni staff.

One reunion rule never varies: The budgets must balance.

3. Legislative activities. The alumni office recruits two alumni to serve as special volunteers for each state legislative district. Their jobs are to contact and meet with their elected state officials. These volunteers attend orientation sessions to learn about specific legislative priorities. We emphasize the importance of letter writing and personal contact. Volunteers are expected to be on a first name basis with their legislators and perhaps campaign for the candidates. Soon, we hope to expand to four individuals per legislative district, with balances between Republicans and Democrats.

4. Special activities. Kirkwood's association organizes branch alumni groups at the state's major four-year institutions. Students who are also Kirkwood alumni help orient new transfer students at these institutions.

   The association also awards two scholarships per quarter. Selection is based on student extracurricular activity and need. We also hold a reception for parents and graduates after commencement. This year, we will support the college open house, organize homecoming, help in recruitment and placement, and jointly sponsor "Spring Fling" week.

5. Fund raising. The telefund has been our most successful fund-raising activity. This involves students and interested alumni in a telephone campaign to area alumni. The donors can choose where to direct their gifts.

6. Record-keeping. This is one of our major efforts. Complete information on individuals is stored in the college computer. The 22,000 files in our system are constantly updated by: (1) paying return postage on at least four alumni mailings per year, (2) asking the college community relations office to clip area newspapers for wedding announcements and obituaries, and (3) requesting the registrar's office to transfer student records to our mailing system.

We've grown to know our unique alumni--and we think they're getting to know us, too.

This article appeared in February 1979 CASE CURRENTS.

DIALING FOR DOLLARS: ALUMNI TELEPHONE CAMPAIGNS

Darrell E. Slabaugh*
Executive Secretary
Alumni Association
with Sarah Herold
Associate Department Head
Alumni and Fund Raising
Kirkwood Community College

You can build a successful fund-raising program at your community college by adapting traditional techniques to your own constituencies. Kirkwood College's alumni telephone campaigns are a good example.

The alumni board of directors conducted the college's first telephone campaign in the spring of 1976. Using our new computerized alumni record-keeping system, the board obtained a computer printout list of more than 5,000 local graduates, whom we hoped to contact during five evenings of calling. Our 14 alumni board members, representing several different programs, served as volunteer callers. We did not complete our calling assignment, and our response rate was dismal--close to 10 percent.

A couple of years and a couple of telephone campaigns later, through trial and error, we revamped our telephone campaign effort. The new method we developed proved successful in two subsequent campaigns. The lessons we learned probably can apply to your institution as well.

The basic premise of our fund-raising method is this: specialize the campaign by academic program. A graduate of your institution's nursing program does not have the same interests, sympathies, or financial capabilities as a graduate of your auto mechanics program. By focusing on your nursing graduates as a separate constituency, you can develop a campaign that will appeal specifically to them. An academic program is often the best common denominator a fund raiser can use to cultivate alumni interest.

Before you launch a telephone fund-raising campaign, you should answer these questions:

1. What do you want the campaign to achieve?

2. What is an appropriate cause for the campaign?

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*Slabaugh is now with Wichita State University's Endowment Association as Director of Development.

3. How many volunteers will your campaign need?

4. When should you conduct the campaign?

WHAT DO YOU WANT TO ACHIEVE?

Your primary goals might be financial ones, but there may be other lucrative by-products of an effective campaign. For example, updating alumni records is an important benefit. In conversations with alumni, your volunteer callers can obtain new addresses, as well as personal and employment information. Adequate alumni records, in turn, are essential to conduct a good campaign. Your callers must have background information on the alumni they will call. We have found that the more comprehensive your alumni records are, the more sophisticated your marketing and audience identification techniques will be.

A good alumni record-keeping system can be a tremendous asset to the entire college, particularly your faculty, your continuing education programs, and your placement and public relations offices. At the end of this article you will find a sample alumni file from our computerized records system. With comprehensive information on your alumni, the possibilities of data retrieval are almost endless. By computerizing the information, you can produce highly exclusive or highly inclusive lists and labels. For example, with our system, we can withdraw mailing labels for the 16,000 persons who have graduated or earned 45 hours of credit or more. We might use this list for a mass mailing--an alumni publication or a brochure on an upcoming trip. We also can obtain a printout of all wastewater graduates living in Scotch Grove, Iowa, who participated in our Las Vegas trip last April.

Using a system of classification, geographical and academic codes makes record sophistication possible. In fund raising, a comprehensive record system is invaluable because it allows you to keep a detailed donor history of each alumnus. The responsibility does not end with obtaining computerized alumni records, however. You must maintain and update not only the individual alumni files themselves, but also the entire computerized alumni record-keeping system. For example, last year we provided close to 9,000 updates of information to our system. Our secretary completed 99 percent of those updates.

Even if you can't computerize your alumni records, you can use our format for maintaining manual alumni records. It's a viable system that can be easily computerized whenever your college has that capability.

In addition to the record-keeping benefits of a campaign, calling alumni can also can keep them aware of college needs. We

found that most of our graduates don't even know we have unmet needs. The telephone campaign can increase awareness among alumni and offer graduates the opportunity to help in several ways. If an alumnus can't be a donor, perhaps he or she would be willing to be a volunteer for the college's recruitment program, legislative efforts, or other activities.

The telephone campaign can help your graduates meet their own needs as well, by providing them with information on continuing education programs at the college.

WHAT'S YOUR CAUSE?

In deciding on an appropriate cause for a campaign, we find it helpful to involve other individuals at the college. Student financial aid is a popular giving area. We have used departmental scholarships, the alumni scholarship fund, and our matching student financial aid fund as the beneficiaries of previous telefund campaigns.

We know that more than 75 percent of our students work and about one third of this 75 percent work full time while attending college. Almost 40 percent receive some type of financial aid. We also know that 95 percent of our students each year receive a job upon graduation. Therefore, most alumni relate to the financial aid cause. Other suggestions include physical campus improvements, facilities, or new equipment.

Let me pull these bits and pieces together by discussing our 1977 dental assistant telephone campaign as an example. Graduates and instructors of the program spent an evening on campus calling dental assistant graduates. From that effort, we achieved a 37 percent participation rate. The campaign sought money for a scholarship fund to help dental assistant graduates who wished to continue their education at Kirkwood. The cause was appropriate and timely because dental assistants were supporting a new licensure law in the state legislature. The constituents of this campaign recognized a good cause. Many were interested in continuing education because of the new law. I'm sure many of the donors were excited that a fellow dental assistant would benefit from the scholarship fund.

After the success of the telephone campaign, the alumni association contacted the Linn County Dental Society and organized a direct mail campaign that yielded nearly a 2-1 match by local dentists.

Reasonable total costs and individual pledges fortify a good cause. Dental assistants might feel they are not helping if

they can give only $5 to a $50,000 campaign goal. But they might feel they're making a worthwhile contribution with a $5 gift toward a goal of $250 or $300 that will be matched from other sources.

We'd like to try several other methods in future campaigns. These include:

1. The challenge method, in which a wealthy donor or faculty member challenges an entire constituency to raise a specific amount for a particular cause.

2. Asking specific corporations for matching funds from their company foundations. Participating companies would match educational contributions made by their employees usually on a 1-1, 2-1 or 3-1 basis. CASE has lists of such companies available.

3. Structured levels of giving or the club structure. Donors in these campaigns receive membership status according to their level of giving in clubs such as the Golden Year Club, the Eagles Club, and the Presidents Club. Our foundation committee is studying this approach.

4. Incentive structured campaign, in which a $10 donor might receive a college key chain and a $20 donor might get a college paperweight. Unfortunately, this method of giving adds to your costs per dollar received. And unless the give-away is appealing, you're not providing the prospective donor with much incentive to give.

We keep our telephone campaigns relatively simple. Before we become more elaborate, we feel we need to broaden our base of first-time donors.

HOW MANY VOLUNTEERS WILL YOU NEED?

We have found that one good caller will contact approximately 35-40 alumni in a two-hour period. Don't confuse contacts with actual calls placed. There is often a great difference between the number of listings dialed and the actual number of alumni contacted by telephone.

The type of volunteer callers you recruit will play an important role in the success or failure of your campaign. Desirable qualities in a caller include good telephone manners and

voice, confidence, and enthusiasm. We recruit many of our volunteers by phone, and it doesn't take long to size up their telephone sales ability. Previous volunteer work and professional experience, such as sales, also help.

Finding volunteers with even a few of these traits sometimes can be difficult. A good source of volunteers is your faculty, staff and students. Faculty members can be extremely helpful in suggesting good student volunteers.

I've noticed that recent graduates and current students are often more successful than graduates who have been out of school for several years. It seems the current student is more involved and is better able to answer questions about the school. Also, the more the caller has in common with the donor, the better the chances will be that the caller can obtain a pledge. We find that nurses speak better to nurses, farmers speak more comfortably with other farmers, and so on.

If you aim your campaign at a small constituency and are therefore in a position to be more particular, you may want to tap your active alumni and previous donors as volunteer callers.

If your campaign is large, you may wish to delegate some of your responsibilities--especially those of recruiting volunteers--to a campaign chairperson or campaign committee. This will lend more credibility to your campaign.

Orientation and training of volunteers is an important part of our phonathon effort. In our early campaigns we asked volunteers to come at 6 p.m. for a cram course and start calling at 6:30 or 7. With our two most recent attempts, we asked volunteers to meet about a week before the campaign for an orientation session. During this informal meeting we review the script, the record system, the follow-up cards, and other procedures. This meeting gives the alumni volunteers a chance to know one another and familiarize themselves with the script so they can feel more comfortable on calling night. This also gives us an opportunity to observe the talent and do some last minute recruiting for no-shows. I think some role playing among volunteers would be a good addition to the training session. We usually conclude the training session with a beer and perhaps a pizza at a local pub. The alumni fund picks up the tab, usually from trip profits or other fund-raising activities.

The script that follows is one we used for our nursing telefund. With this campaign we had two purposes:

1. to get a pledge for nursing department scholarships;

2. to promote attendance at our nursing reunion banquet.

The calling script is simply a conversation format the volunteer caller uses as a guideline during the campaign. You may also wish to prepare a fact sheet explaining the purpose of the campaign, providing general background information on the college, and describing the purpose and structure of your alumni organization. This can help to ensure that your volunteer callers won't be caught flat-footed in conversing with alumni.

Here's a list of the materials you may want to use in conducting your telephone campaign. See also samples at the end of this chapter.

1. Campaign announcements. Many colleges send campaign announcements two weeks before the first calling date to inform alumni of the campaign. We do not use campaign announcements. However, some development officers believe the announcements help to lend credibility to the campaign and help prepare the alumnus to make a contribution.

2. Pledge card or pledge letter. In this important piece of literature, you will acknowledge a pledge and inform the alumnus of the pledge honoring procedures. You will also want to thank the alumnus in advance for the contribution and the reinforce his or her attitude toward making the contribution. It's extremely important to mail pledge cards or letters the day after the alumnus makes the pledge. The card or letter should bear the signature of the volunteer who called the alumnus.

3. "Missed contact" card or letter. The "missed contact" is an alumnus who was not reached by telephone during the campaign. You should mail the cards or letters the day after your final calling date. A volunteer caller should sign the card or letter. The purpose of the missed contact card or letter is to inform the alumnus of the campaign and to express regret that the alumnus could not be reached. The card also should be used to inform the alumnus of pledge honoring procedures and to thank him or her in advance for contributing.

Alumni Telefund Caller Script

Step I: Hello, may I please speak to Joe Jones?

If they say ...	... You say
No, Joe isn't home right now	Could you please tell him that the Kirkwood Alumni Association called and that we will be sending him some information in the mail this week.
No one by that name lives here	Is this (repeat number)? Call again if you misdialed. If we have an incorrect number on the printout, cross it off.
Yes, just a minute	Thank you

Step II: Hi, Joe! This is Sally Smith calling for the Kirkwood Alumni Association and I graduated from the Nursing program at Kirkwood in 1972. I'm here on campus this evening with other Kirkwood Health Occupations graduates, and we are calling alums in the seven county area in order to raise money for alumni scholarships. These scholarships helped to put 7 needy students through school last year and we're hoping that with your support, we can do even better in 1977-78. I should also tell you that your contribution is completely tax deductible and, if you do make a donation, your name will be published in the July 1978 issue of the "Community Quarterly." This year we are asking Health Occupations graduates and all of our other alums for a contribution of $15. Would you be willing to pledge that amount tonight?

If they say ...	... You say
No, I'm unemployed and I just can't affort it right now	I'm sorry to hear you're not working, but maybe the Kirkwood Placement Office would be able to help you locate a job. Would you like the number? (If they say yes, the number is 398-5497)

(Continued from previous page)

No, I don't think so. I give to United Way	Well, that's a good cause, too. I hope that maybe next year you can keep your Alma Mater in mind for a contribution as well. Thanks for your time and have a nice evening.
If they say ...	... You say
I didn't get any financial aid when I went to Kirkwood so why should I give to a scholarship fund?	Right now, 49% of Kirkwood students get some kind of financial assistance through the college. In many cases the federal guidelines make it really tough for some to get financial aid, but we're hoping that support from Kirkwood graduates will help in some way to get financial aid for the 51% of the students who don't qualify for other programs. In that case, could I put you down for a $15.00 pledge?
I am unahppy about the education I received at Kirkwood.	I'm sorry to hear that, but I will certainly let the department know that you feel that way. Maybe they can contact you to see just what the problem is and if there isn't some way to work things out. Thanks for your time and have a nice evening.
If they say ...	... You say
Yes, I'd be happy to pledge $15.00. What do I have to do?	Great! We really appreciate it! I will send you your pledge honoring materials in the mail first thing tomorrow morning. This includes a pledge return envelope and a personal letter from me. Just to make sure, do we still have your correct address at (repeat address on printout). Thank you very

(Continued from previous page)

much for your support. We'll be looking forward to getting your contribution in the mail within a couple of weeks. Have a nice evening.

4. Thank you letters. Send thank you letters and a receipt for tax purposes to all alumni contributors. The top alumni or development administrator should sign the thank you letter. In addition, the college president or superintendent should acknowledge unusually large contributions.

5. Follow-up letters. You should send follow-up letters to alumni who are tardy in remitting their pledged contribution. We have found that pledge commitments vary greatly from campaign to campaign.

WHAT ABOUT TIMING?

There are several widely accepted rules regarding campaign timing. Generally, February to May and September to November are the most lucrative times of the year for our fund-raising campaigns. At Kirkwood, our best month for telephone campaigns is March. We find that Sundays are the best calling days, with declining results through Thursday. It's advisable not to call on Friday or Saturday evenings. The best time to call is between 6:30 and 9 p.m. A typical calling night will be scheduled from 6-9:30 p.m., allowing the first and last half hours to organize, review materials, answer questions, and address any problems that may arise.

Consider the characteristics of your audience when deciding on the proper timing for the campaign. Be especially careful to take into account such factors as different time zones and the general occupational areas of the graduates you want to reach.

Where you hold your telephone campaign can affect the performance of your volunteer callers. We use college office space, and since we call usually on Sunday evenings, these offices are almost always available. In addition, we use the campus WATS line for long distance calls. You should arrange the area so that callers are in close proximity to one another. This can create a "sweatbox" atmosphere, which can generate a great deal of enthusiasm and motivation among your volunteers as they listen to the conversations going on around them. It's also important to ensure the comfort of your callers.

If it's impossible to use your college facilities, then private facilities are your second best choice. Perhaps one of your college graduates is an executive with an insurance company that would be willing to donate the use of office space. For example, the telephone company donated space for use by Iowa Western Community College in Council Bluffs.

Make sure there are sufficient telephone lines available for your volunteer callers and that you understand completely how the telephone system works.

Follow-up work on your campaign will be as important to your future successes as the work you do to prepare for each campaign. Thanking your campaign volunteers should be at the top of the list. You may wish to send a thank you letter to your volunteers or you may wish to do something more elaborate, such as special certificates of appreciation or an appreciation party or dinner. Volunteers heading your campaign committee should receive special recognition.

In addition, you should send letters of thanks to others who helped, such as staff members, your alumni board, persons who donated facilities and equipment. You may wish to prepare a brief report of your successful campaign for publication.

For your own office records, and for the benefit of other administrators at your institution, you should advertise your success internally with a final report showing the results of your campaign. I have attached a sample report.

With proper planning and careful follow-up procedures, your alumni telefund campaign can be a satisfactory experience for everyone involved, from volunteer to donor. And you will have laid the foundation for future successful campaigns.

KIRKWOOD COMMUNITY COLLEGE

ALUMNI FUND

THANKS!!

_____

for your kind support of our
Alumni Fund.

Your pledge of $_____
is truly appreciated.

I have notified the
college of your intent and
you will find the enclosed
material necessary to honor
your pledge.

Most sincerely,

Alumni Volnteer

6301 Kirkwood Blvd., S.W./Cedar Rapids

Alumni Association
Kirkwood Community College

June 4, 1976

Sally Doe
321 7th Street
Marion, IA 52302

Dear Sally:

Last Sunday evening, several Kirkwood Community College farm students and graduates were on campus calling alumni in our seven-county area. I was unable to reach you that evening; however, I thought you would be interested to know the reason we were placing these calls.

In addition to updating our alumni records, we were also asking for pledges to the Ag Alumni Scholarship Fund. This fund will provide financial assistance for farm students who might not be able to pursue their education at Kirkwood without this kind of help.

We are asking each farm alumnus to pledge $15.00 to the Ag Alumni Scholarship Fund. If everyone participates, we would have enough to provide four full-year, full-tuition farm scholarships.

I hope that you will decide to participate with a $15.00 contribution. We need your help! Send your contribution for the Ag Alumni Scholarship Fund to us in the enclosed, postage-free envelope.

Thank you so much for your support and interest. Maybe we'll be seeing you at the Ag Spring Banquet this year at Kirkwood!

Sincerely,

Alumni Association Volunteer

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6301 Kirkwood Blvd. S.W. Cedar Rapids, IA 52406 (319) 398-5623

Alumni Association
Kirkwood Community College

June 4, 1976

Steve Doe
123 9th Avenue S.W.
Cedar Rapids, IA 52401

Dear Steve:

Thank you so much for your pledge of $ _____ to the Ag Alumni Scholarship Fund. I enjoyed discussing this with you by phone last Sunday evening.

To honor your pledge simply send your contribution in the enclosed postage-free reply envelope at your earliest convenience. You may make your check or money order payable to Ag Alumni Scholarships.

Thank you again for your support and interest.

Sincerely,

Alumni Association Volunteer

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6301 Kirkwood Blvd. S.W. Cedar Rapids, IA 52406 (319) 398-5623

APPENDIX

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
AUG 5 1980 EE 56

A PARTIAL LISTING OF VOLUNTARY SUPPORT RESULTS OF PUBLIC TWO-YEAR COLLEGES

(From Voluntary Support of Education, 1976-77, Prepared by the Council for Financial Aid To Education, 680 Fifth Avenue, New York, NY 10019)

Institution	Volume of Support			Sources of Support					
	1 Grand Total of Support (Dollars)	2 Current Operations (Dollars)	3 Capital Purposes (Dollars)	4 Corporations & Business (Dollars)	5 Religious Denominations (Dollars)	6 Alumni (Dollars)	7 Non-Alumni Individuals (Dollars)	8 General Welfare Foundations (Dollars)	9 Other Groups & Sources (Dollars)
Alpena Cmty. Col. (Mich.)	41,973	41,973	0	0	0	0	0	25,000	16,973
Caldwell Cmty. Col. & Tech. Inst. (N.C.)	45,454	45,454	0	18,309	0	0	24,345	0	2,800
Chabot Col. (Cal.)	32,461	32,461	0	0	0	0	0	0	32,461
Cuny-New York City Cmty. (N.Y.)	53,920	53,920	0	0	0	0	0	53,920	0
Cuyahoga Cmty. Col. (Ohio)	99,200	99,200	0	3,950	0	50	18,620	38,598	37,982
Daytona Beach Cmty. Col. (Fla.)	84,317	84,317	0	4,835	0	27,070	41,250	0	11,162
Del Mar Col. (Tex.)	40,829	40,829	0	4,300	3,545	0	0	3,866	29,118
Delta Col. (Mich.)	225,627	223,177	2,450	152,676	0	4,105	31,606	25,913	11,327
Gordon Jr. Col. (Ga.)	62,480	0	62,480	125	0	62,355	0	0	0
Gulf Coast Cmty. Col. (Fla.)	30,725	30,725	0	0	0	0	0	0	30,725
Hudson Valley Cmty. Col. (N.Y.)	75,976	75,976	0	75,976	0	0	0	0	0
Lorain County Cmty. Col. (Ohio)	538,102	12,037	526,065	9,220	0	0	515,182	10,411	3,289
Lower Columbia Col. (Wash.)	48,630	48,630	0	0	0	2,559	0	0	46,071
Maricopa Cnty. Cmty. Col. Dist. (Ariz.)	759,516	293,313	466,203	466,203	0	0	293,313	0	0
Montgomery Col. (Md.)	33,715	33,715	0	0	0	0	1,939	0	31,776
North Dakota St. Sch. of Science (NDak.)	106,268	44,782	61,486	0	0	61,486	0	0	44,782
Northeastern Jr. Col. (Colol)	32,494	32,494	0	0	0	0	0	0	32,494
Paris Jr. Col. (Tex.)	35,084	0	35,084	0	0	0	0	35,084	0
Rock Valley Col. (Ill.)	47,099	26,360	20,739	25,950	0	0	21,149	0	0
St. Clair County Cmty. Col. (Mich.)	506,642	506,642	0	0	0	0	0	10,000	496,642
Sandhills Cmty. Col. (N.C.)	625,345	75,345	550,000	2,440	0	0	65,417	550,350	7,138
Santa Rosa Jr. Col. (Cal.)	233,561	233,561	0	0	0	0	0	233,561	0
Snow Col. (Utah)	157,120	48,374	108,746	108,999	0	37,015	9,305	1,000	801
Suny-Alfred (N.Y.)	46,352	25,500	20,852	14,400	0	0	600	31,352	0
Suny-Delhi (N.Y.)	38,203	33,203	5,000	8,775	0	3,235	5,031	10,300	10,862
Suny-Monroe Cmty. (N.Y.)	109,453	109,453	0	72,500	0	0	5,081	2,000	29,872
Tarrant County Jr. Col. (Tex.)	30,000	30,000	0	0	0	0	0	5,000	25,000